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ABSTRACT

The methodology and results of an assessment designed to determine the status of educational quality in grades 4, 8, and 11 social studies programs of the Department of Defense Dependents Schools (DODDS) is summarized. The assessment was part of the DODDS five-year curriculum development cycle comprised of the following phases: (1) development of objectives; (2) development of instructional (procedural) alternatives; (3) development of instructional (support) materials; (4) in-service education; and (5) evaluation. The social studies assessment represents the major evaluation activities occurring during 1979-80, the fifth year of the first five-year cycle for the social studies areas and includes results of more than 3000 students and several hundred educators who participated in the program evaluation activities. Objective referenced achievement tests, multiple choice questionnaires and personal interviews were used to obtain answers to questions relating to student knowledge, skills, attitudes, curriculum, and instruction. Descriptions of the design, development, and administration of the instruments are presented. The report addresses the most significant outcomes of the assessment with sufficient scope and depth to be useful in program development and improvement. (Author/RL)

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DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

Comprehensive Social Studies Program Evaluation
Spring, 1980

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

SUMMARY REPORT

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Department of Defense Dependents Schools

Comprehensive Social Studies Program Evaluation

SUMMARY REPORT

September 1980

This report was prepared for the Department of Defense Overseas Dependents Schools by National Evaluation Systems, Inc., Amherst, Massachusetts, under the provision of contract number MDS-903-79-C-0020.

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FOREWARD

This report represents the culmination of a full year's effort to evaluate the social studies programs in the overseas dependents schools. The study supports the school system's Five-Year Curriculum Development Plan by providing information about student achievement of important social studies goals and objectives and by carefully describing the nature of the social studies instructional environment. The results have broad and direct implications for teachers and program managers in the dependents schools, particularly in relationship to student achievement, teacher inservice, ancillary instructional programs, and the material review process. I hope this report will be widely used by educators in the overseas dependents schools.

I wish to thank the more than three thousand students and several hundred educators who participated in the program evaluation activities.

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I. INTRODUCTION

Background

The purpose of this report is to summarize the methodology and results of an assessment designed to determine the status of educational quality in the fourth-, eighth-, and eleventh-grade social studies programs of the Department of Defense Dependents Schools (DoDDS). The assessment was part of the DoDDS five-year curriculum development cycle comprised of the following phases: (1) development of objectives, (2) development of instructional (procedural) alternatives, (3) development of instructional (support) materials, (4) in-service education, and (5) evaluation. The social studies assessment represents the major evaluation activities occurring during 1979-80, the fifth year of the first five-year cycle for the social studies areas.

In order to accomplish the evaluation activities, National Evaluation Systems, Inc. (NES) of Amherst, Massachusetts, was contracted to assist DoDDS in the design and conduct of the assessment of social studies programs in overseas schools. The general goals of the assessment were to determine: (1) the status of student achievement in social studies, (2) the nature of the DoDDS instructional environment in social studies, (3) the attitudes of students and teachers in DoDDS schools, and (4) the relationships potentially existing among social studies achievement, instructional environment, and attitudes.

Purpose

The outcomes of the assessment were intended to be of use to curriculum planners and program specialists at DoDDS and at regional and school levels, as well as to teachers and related professional practitioners who deal directly with students. To ensure the relevance and meaningfulness of the assessment to this broad constituency, the objectives of the study were further articulated in a set of policy-relevant research questions.

RESEARCH QUESTIONS

Student Achievement

1. To what extent are DoDDS students acquiring the knowledge reflected in the cognitive goals and objectives for DoDDS social studies programs--knowledge of social organization, social and physical environment, decision-making processes, and conflict/relationship processes?

2. To what extent are DoDDS students acquiring skills important to social studies achievement--skills in critical thinking and problem-solving?

3. To what extent are DoDDS students developing an appreciation of the culture and values of the host nations in which they live?

4. To what extent are DoDDS students acquiring attitudes--self-understanding and positive self-image, egalitarian attitudes towards minority groups, and productive career attitudes?

Curriculum and Instruction

5. What is the general curriculum for social studies in DoDDS elementary, middle/junior, and high schools?

6. What is the relationship of the DoDDS social studies curriculum to the Host Nation Programs in DoDDS schools and what part do field trips play in these programs?

7. What is the DoDDS teacher's view of DoDDS social studies goals and objectives?

8. To what extent are teachers receiving curriculum supervision and guidance in social studies?

9. To what extent are teachers and students involved in curriculum building or curriculum review and development activities?

10. To what extent do DoDDS teachers feel prepared for the teaching of social studies and what are their in-service needs and preferences?

11. What is the range of instructional and evaluation methodology associated with social studies in DoDDS classes?

12. To what extent are instructional and ancillary materials available to and used by DoDDS social studies teachers?

Organization of the Report

Answers to the foregoing questions form the substance of the two results sections of this report: (1) Student Knowledge, Skills, and Attitudes, and (2) Curriculum and Instruction. The findings described in Parts Two and Three were obtained through the administration of objective-referenced achievement tests to a sample of DoDDS students and through multiple-choice questionnaire and personal interview responses of these students and a sample of their social studies teachers. Part One concludes with a description of the design, development, and administration of the tests, questionnaires and interviews (Chapter II) and a description of the participants and the techniques used to select and survey them.

The report is designed to address the most significant outcomes of the assessment with sufficient scope and depth to be of use in program development and improvement. Those readers interested in assessment information more detailed or technical than is possible in this report may contact the DoDDS central office or their respective Regional Coordinators.

II. DEVELOPMENT OF TESTS AND MEASURES

Program Goals and Objectives

The initial task in designing the assessment was to adopt a policy base for the assessment instruments in an attempt to assure their relevance to the intended outcomes of the DoDDS social studies program. To this end, the goals and objectives developed by DoDDS in an earlier phase of the curriculum development cycle for social studies were used to define the assessment measures for students. These goals and objectives were broad enough to provide a framework within which to view a variety of student outcomes at the program level and yet were not too broad as to lack meaning for the classroom teacher.

Of the six major goals for the DoDDS social studies program, five are reflected in one way or another in the content of the assessment instruments. The objective-referenced tests for each grade were based heavily on the learning objectives of the strictly cognitive or knowledge-based goal: evaluate the relationship between human beings and their social, natural, and man-made environment. The content of the questionnaires and interviews for students reflects the more skill-oriented and attitude-oriented goals. While the tests and survey instruments for students were tied to goals and objectives for learning, the teacher questionnaires and interviews focussed on the instructional environment in which such learning occurs.

Objective-Referenced Tests

Three separate objective-referenced tests, one for each grade assessed, were developed and administered as part of the study. Given the constraints of system-wide testing, not all of the cognitive objectives for DoDDS social studies could be assessed. Nevertheless, a careful selection procedure resulted in the identification of a subset of objectives which would permit a sufficiently comprehensive characterization of social studies achievement at each grade level.

Table 2.1 presents a list of the cognitive objectives assessed at each grade level. The tests contained between four and six multiple-choice test items (or questions) to measure each of their respective objectives. The test items were developed by NES staff in accordance with specifications approved by DoDDS and were field tested on a sample of fourth-, eighth-, and eleventh-graders in schools across the United States prior to the ultimate adoption for the DoDDS tests. The finalized DoDDS tests contained 56, 66, and 81 test items for the fourth, eighth, and eleventh grades, respectively.

TABLE 2.1

Evaluate the Relationship Between Human Beings and
Their Social, Natural, and Man-made Environment

Grade 4	Grade 8	Grade 11
A. Acquire knowledge about human beings and their social, natural, and man-made environment.		
1. Identifies some groups that human beings form (e.g., family, peer, community, national, international) and indicates some reasons why and how these groups form. (A1) 2. Describes some of the functions of groups such as family, peer, community, national and international groups in various cultures and indicates how and why these functions change; gives explanation of the consequences of these changing functions. (A3) 3. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time. (A5)	1. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change. (A4) 2. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time. (A5) 3. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns. (A6)	1. Describes some of the functions of groups such as family, peer, community, national and international groups in various cultures and indicates how and why these functions change; gives explanations of the consequences of these changing functions. (A3) 2. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change. (A4)

TABLE 2.1 (continued)

Grade 4	Grade 8	Grade 11
B. Analyze relationships between human beings and their social environments.		
4. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of cloths, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions) and compares these influences with those in other cultures. (B1) 5. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions. (B2) 6. Explains how various ethnic groups (both within and outside a society) have contributed to the development of a particular culture. (B10)	4. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions. (B2) 5. Explains and evaluates some ways human resources have been allocated, utilized and conserved in the community, the nation and in other societies. (B8) 6. Explains how various ethnic groups (both within and outside a society) have contributed to the development of a particular culture. (B10)	3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes. (B3) 4. Describes some factors that might promote or inhibit change, and generalizes about their effect on society. (B6) 5. Explains and evaluates some ways human resources have been allocated, utilized and conserved in the community, the nation and in other societies. (B8) 6. Explains how various ethnic groups (both within and outside a society) have contributed to the development of a particular culture. (B10)

TABLE 2.1 (continued)

Grade 4	Grade 8	Grade 11
C. Analyze relationships between human beings and their natural and man-made environments.		
7. Identifies the major features of the physical environment and knows some of the general characteristics of regions and regional pattern in the world. (C1)	7. Identifies the major features of the physical environment and knows some of the general characteristics of regions and regional patterns in the world. (C1)	7. Describes ways human beings have adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes. (C2)
8. Describes ways human beings have adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes. (C2)	8. Describes ways human beings have adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes. (C2)	8. Explains and evaluates some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment. (C3)
	9. Explains and evaluates some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment. (C3)	

TABLE 2.1 (continued)

Grade 4	Grade 8	Grade 11
D. Understand decision-making processes.		
9. Gives examples of some decisions made at home, in school, in peer groups, or at work, which affect the individual; identifies who makes these decisions and describes how these decisions have affected individual behavior. (D1) 10. Demonstrates knowledge of the reaons for rules and laws within a society. (D5)	10. Identifies the structure and function of government within their school and community. (D7) 11. Identifies the rights of the individual as expressed in the United States Constitution and explains the importance of these rights in public and private decision-making. (D8) 12. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems. (D16)	9. Identifies the rights of the individual as expressed in the United States Constitution and explains the importance of these rights in public and private decision-making. (D8) 10. Explains the formal and informal relationships among the branches of the federal government and analyzes the importance of these relationships in decision-making. (D9) 11. Identifies the changing relationships in the division of power between local, state and national governments, and analyzes some effects these relationships have on the decision-making process. (D10) 12. Identifies specific interests of some of the major economic, social, and political organizations in the United States and describes some influences these groups have on the decision-making process. (D11) 13. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems. (D16) 14. Identifies and explains some of the political and economic interactions among nations. (D18)

TABLE 2.1 (continued)

Grade 4	Grade 8	Grade 11
E. Analyze conflict and the impact it has on individual and group relationships.		
11. Identifies potential sources of conflict in groups (e.g., family, peer, school, community, national and international). (E1) 12. Gives constructive ways of handling conflict situations. (E6)	13. Identifies ways people react to conflict in family, peer, school, community, national and international situations, and evaluates those reactions. (E3)	15. Identifies ways people react to conflict in family, peer, school, community, national and international situations, and evaluates those reactions. (E3) 16. Identifies ways conflict has been handled in family, peer, school, community, national and international situations, and evaluates the methods used in handling such conflicts. (E4)

Student Questionnaires and Interviews

The general purpose of developing student questionnaires and interview schedules was three-fold: (1) to provide a characterization of student attitudes and skills, (2) to obtain demographic information about students, and (3) to assist in identifying student characteristics that might bear a relationship to social studies achievement.

Questionnaires. Student questionnaires emphasized three principal topic areas, each area reflective of a DoDDS social studies goal: (1) developing human relations skills necessary to communicate and work with people (in particular, appreciation of the host nation culture); (2) developing a positive self-concept and moving toward self-actualization (especially in regard to career planning); and (3) developing a commitment to the right of self determination for all human beings (with special emphasis on displaying egalitarian attitudes). Other questionnaire items solicited student opinions and preferences about their social studies curriculum and information about student background.

The scope and depth of the questionnaires (98 items for fourth-graders, 144 for eighth-graders, and 144 for eleventh-graders) precluded the possibility of obtaining responses to all questions from all students tested. To lessen the time commitment of each student, the questionnaire items were divided into three forms at each grade level administered such that each student answered approximately one-third of the age-appropriate questions. Certain demographic and very general items appeared on all three forms within a level. The eighth- and eleventh-grade questionnaire forms were very similar, containing many questions in common to facilitate grade-to-grade comparisons. The fourth-grade forms covered similar content but were simplified in wording and format.

Student interviews. The primary purpose of the interviews was to obtain more in-depth information about the topics of interest than was possible through multiple-choice questionnaires. Personal interviews were conducted by NES staff with a sample of students tested in order to explore more fully their perceptions and attitudes about social studies in their curricular and extra-curricular lives. The one-to-one interview contact afforded another, equally important opportunity: administration of exercises, specially designed for each grade-level, to assess the level of effectiveness in students' thinking skills. These in-person exercises permitted observation of the way students approach problems, process information, and seek solutions--observations not readily obtainable through conventional paper-and-pencil tests.

Teacher Questionnaires and Interviews

The survey instruments for teachers consisted of a questionnaire and an interview administered to fourth-, eighth-, and eleventh-grade teachers. Their primary purposes were to: (1) obtain a characterization of the social studies curriculum and instructional environment from the teacher's perspective with special emphasis on textbooks, scope and sequence, course content, methodology, availability of materials and relationship with Host Nation programs; and (2) obtain teacher perceptions and opinions of curriculum development and planning efforts and their personal in-service needs. Additional survey items focused on teacher background and characteristics.

III. DATA COLLECTION AND PARTICIPATION

Introduction

To increase the efficiency of data collection activities and to reduce the potential impact of assessment activities on school personnel and students, a sampling design was adopted for the assessment. A two-stage stratified cluster design was used to select a random sample for students from the DoDDS population at each of the three grade levels. The sampling plan at each grade level ensured fair representation of students from each of the three branches of service and each of the five "DoDDS regions." Appropriate statistical techniques ensured that the results described in this report represent the best estimates of the "true" achievement scores which would have been obtained had all DoDDS students in the specified grades, rather than a representative sample, been tested.

The purposes of this chapter is to describe the basic elements of the sampling plan, to outline the procedures used in data collection, and to characterize the sample of participating students and teachers.

Sampling

Student sampling for testing. The design and implementation of student sampling were identical at all three grade levels. Two stratification variables were selected for the sampling plan: (1) branch of service (which had three categories: Army, Navy including Marines, and Air Force), and (2) DoDDS region (which had five categories: Atlantic, Germany North, Germany South, Mediterranean, and Pacific). According to this stratification plan, schools with similar charactertistics could be grouped together from which a proportionally representative sample of students could be drawn.

Table 3.1 describes the composition of the student sample in terms of the sampling categories. Note that the Table includes two additional categories of branch of service: "civilian" and "I don't know." While the sampling plan was based on the branch of service with which each school was associated, the table shows parent's branch of service as reported by students on the student questionnaire.

TABLE 3.1

NUMBER OF STUDENTS TESTED

Category	Number of Students Tested		
	Grade 4	Grade 8	Grade 11
TOTAL	1681	1646	1632
REGION			
1. Atlantic	228	190	303
2. Germany North	374	384	317
3. Germany South	374	351	370
4. Mediterranean	300	372	294
5. Pacific	405	349	348
BRANCH OF SERVICE			
1. Army	531	550	519
2. Navy (incl. Marines)	360	271	198
3. Air Force	584	554	554
4. Civilians*	134	248	325
5. "I don't know"*	38	5	1

*See note in text

Sampling for questionnaires. The student sample described above formed the basis for the samples of students and teachers completing questionnaires and participating in interviews. Each student tested completed one form of the student questionnaire (containing approximately one-third of the grade-specific questions). The questionnaire forms (A, B, and C) for each grade were distributed systematically within classes tested so as to result in similarly representative samples. The number of students responding to each questionnaire item at each grade level was between 538 and 585.

A sample of teachers of participating students at each grade level was randomly selected to complete teacher questionnaires. A total of 78 teachers of eighth-graders and 78 teachers of eleventh-graders completed a questionnaire. All were teachers of social studies. The number of teachers of fourth-graders included in the questionnaire sample was augmented to 117 to reflect the larger population of DoDDS elementary school teachers.

Sampling for interviews. A subsample of students tested and a subsample of teachers who completed questionnaires were randomly selected for participation in interviews. The interview samples included 64, 72, and 68 teachers of fourth-, eighth- and eleventh-graders, respectively, and a total of 101 fourth-graders, 109 eighth-graders, and 111 eleventh-graders.

Data Collection

Administration of all tests and questionnaires was scheduled to occur during the period of May 5 through May 16, 1980 and was conducted by DoDDS teachers. During a roughly concurrent period, trained staff of National Evaluation Systems visited the overseas schools to conduct student and teacher interviews. A total of 129 schools participated in the assessment.

The sample of students drawn for testing was comprised of 141 fourth-grade classes, 98 eighth-grade classes, and 95 eleventh-grade classes. Testing and questionnaire administration required 1-1½ hours in each class. Interviews were scheduled to require 20-30 minutes per student and 30-45 minutes per teacher. Most, however, tended to run longer.

All answer sheets, questionnaire forms, and interview records were returned to National Evaluation Systems for processing and analysis, including extensive content analysis of interview data. The ensuing chapters of this report present the results of these analyses in as much depth as possible to maximize their usefulness to school personnel.

Profile of Student Participants

Responses to certain student questionnaire items not presented elsewhere in this report are described here as a general characterization of participating students. Table 3.2 describes the percentage of students at each grade level selecting each response to each item.

TABLE 3.2

PROFILE OF STUDENT PARTICIPANTS

Question/Response	Percentage of Students		
	Grade 4	Grade 8	Grade 11
You are:			
male	48.8	50.7	50.5
female	50.7	49.0	49.3
How long have you lived in the country you live in now?			
Less than 6 months	10.2	7.3	5.2
6 months to 1 year	19.6	19.6	16.5
1 year to 2 years	27.9	25.5	21.1
More than 2 years	39.6	46.0	54.7
Altogether, how long have you attended an Overseas Dependent School?			
Less than 1 year	25.2	18.1	13.4
1 to 2 years	35.1	28.7	22.7
3 years or more	36.7	51.9	62.0
Were either of your parents born in the country in which you now live?			
Yes	14.4	20.9	23.0
No	79.2	77.5	75.1
I don't know	4.4	0.5	0.1

*Percentages for each question do not sum to 100% due to non-response of a small proportion of students

IV. ACQUISITION OF COGNITIVE OBJECTIVES

Introduction

The purpose of this chapter is to describe student acquisition of cognitive objectives as measured by the objective-referenced multiple-choice tests administered to each of grades four, eight, and eleven. The design of the assessment permits three levels of analysis of student performance: (1) total test score, (2) objective scores, and (3) item scores. The discussion begins with an overview based on total test score and proceeds with a presentation of scores on each objective, organized by topic (or goal) area. The performance of each grade level on each objective is described in terms of the average percentage of items answered correctly. To provide more substance and meaningfulness to these data, highlights of performance on individual items (percentage of students answering correctly) are also presented. Please note that not all items are described; only a sufficient selection to characterize student performance on the objective.

The full text of each learning objective is presented in Chapter I; shortened versions are used here only to achieve parsimony in the graphical and narrative presentation of results. Note that, in some cases, the same objective is assesed at more than one grade level; however, different sets of test questions (items) are used to measure a given objective at two different grades. The reader is, therefore, cautioned against making grade-to-grade comparisons except (where noted) in the few cases that a single item is administered to two different grades.

Interpreting the scores. Because the scores were generated on the basis of a sample of students, any given score should be considered an estimate of the true score of the population that the group represents (e.g., all fourth-graders or all eighth-graders in the system). This means that if, for example, the score for a group is reported as 61%, the true score of the population is likely to be either that score or very close to it. It would be safe to say that the true score is probably no more than two percentage points higher or lower than the reported score. The reader is cautioned to refrain from drawing inferences from small differences between scores (e.g., between scores on two different objectives at a grade level).

Some of the results in this chapter involve comparisons of scores; in each case, the score of one group is compared with that of another group. The narrative focuses only on those differences that were statistically significant. However, the reader is reminded that statistical difference is not to be equated with educational meaningfulness. Small differences between groups may be statistically significant in one case and not in another due to a variety of factors. Even where statistically significant, differences may be too small to be educationally meaningful. What is educationally meaningful depends on the reader's judgment about the practical implications of given differences in scores.

The reader is further cautioned to refrain from drawing cause-effect inferences from these data. Observed differences between groups do not indicate cause-effect relationships. Such relationships cannot be proved by the assessment data. While there may be a relationship between achievement and a given variable (e.g., sex of the student), the data do not indicate the reason or cause for the relationship. The differences observed suggest only a relationship between a given factor and achievement, not a causative influence of the factor on achievement.

Overview of Total Test Performance

The broadest analysis of student performance is provided by total test scores, that is, the average percentage of all items on the test answered correctly by students at each grade level. These scores are displayed in Figure 4.1 for all students in a grade and for students in each region. Recall that the tests were substantially different for each grade-level, which means that grade-to-grade comparisons should not be made.

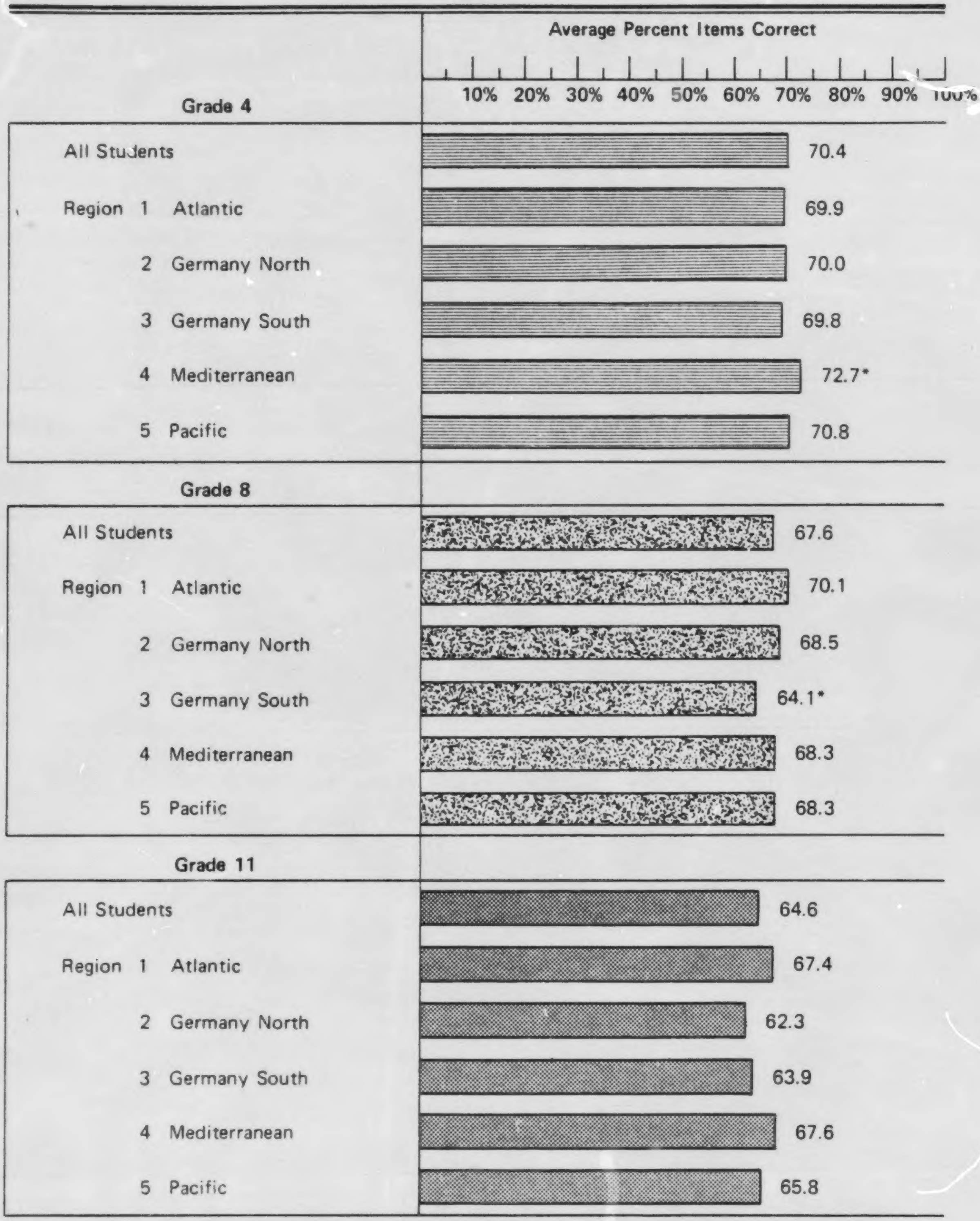
Fourth-graders scored an average of about 70% correct on their test, while eighth- and eleventh-graders scored about 68% and 65%, respectively. Perhaps more revealing is that, within each grade level, performance was extremely consistent across the regions. While some differences were statistically signficant, they were so small as to lack educational meaningfulness.

Differences Between Groups of Students

Introduction. There are two ways in which student questionnaire results may be used. First, students may be grouped on the basis of their questionnaire responses, and the test achievement of the resulting "reporting groups" may then be compared (i.e., an "achievement analysis"). Second, an examination of the responses may, in itself, provide a policy-relevant characterization of students and student attitudes (i.e., a "survey analysis"). In this chapter, selected student questionnaire variables which were analyzed in relationship to achievement are discussed.

FIGURE 4.1

Student Performance: Total Test Score



*Represents score statistically significantly different from score for all students in grade.

The average percentage of all test items answered correctly was computed for each student group. In each case, the average total test score for the group is compared to the average total test score for all students at that grade level in the system. Figure 4.2 graphically displays total test achievement comparisons for eight selected student questionnaire reporting groups.

Sex of student. There was no difference in total test performance among fourth-grade girls and boys, and such differences among eighth and eleventh-graders, while statistically significant, were very small.

Branch of service. Students of parents in the Army scored 3% (eighth grade) to 5% (eleventh grade) below the system-wide average. Students of "Civilians" scored about 4% higher than the average at all three grade-levels.

Level of achievement. Students in the eighth and eleventh grade were asked to rate themselves as A, B, C, or D students; fourth-graders' general level of achievement was rated by their teachers. At all three grade levels, achievement increased as rating of general classroom achievement increased. "A" students scored 13%-15% higher than the system average, while "D" students scored 10%-16% lower than the average.

Amount of social studies. At all grade levels, students who said they spend "too much" time learning about social studies scored 4%-6% below the system average; while eighth- and eleventh-graders who said they spend "too little" time scored 4%-5% above the average. These results suggest that attitude toward social studies bears a relationship to achievement. The large majority of students, however, felt that the amount of social studies was "about right."

Amount of reading. Any relationship between achievement and amount of reading required in social studies (as compared to other classes) was unclear from the results. The only notable finding was at the eighth-grade level where those students who said they did "much less" reading in social studies class scored 6% below the system average.

Preference for social studies. Those eighth- and eleventh-graders who like social studies "best" of all their subjects scored 3%-6% higher than the system average, while those who like it "least" scored 5%-6% lower than the average.

FIGURE 4.2

Total Test Achievement by Student Questionnaire Reporting Groups

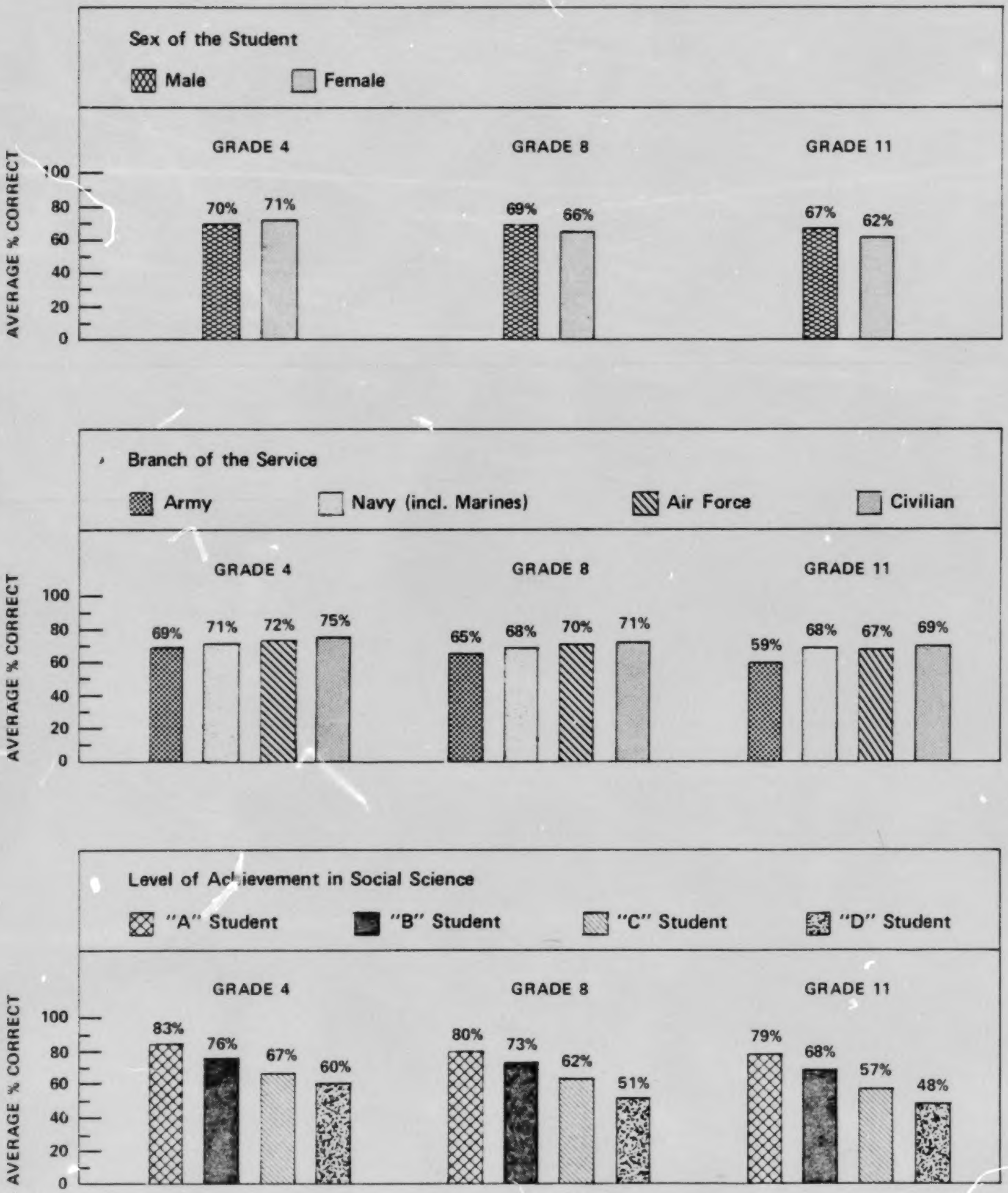
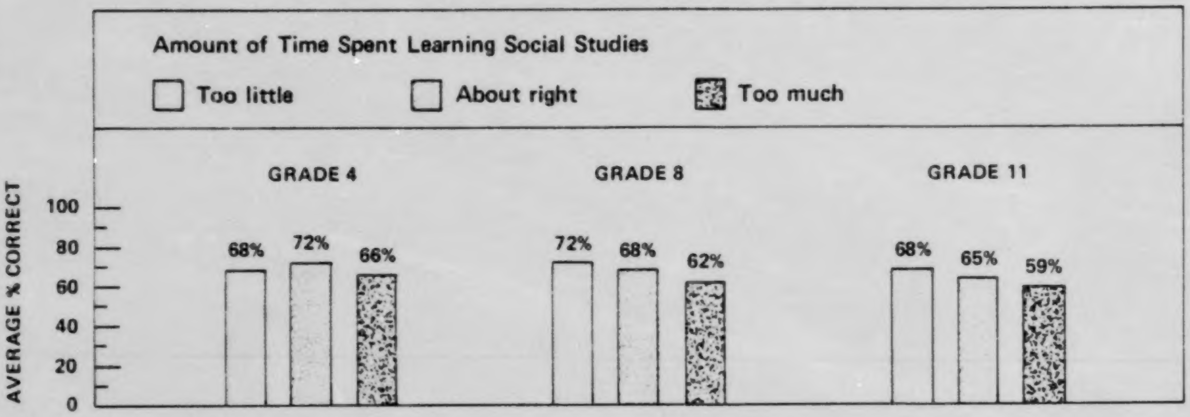
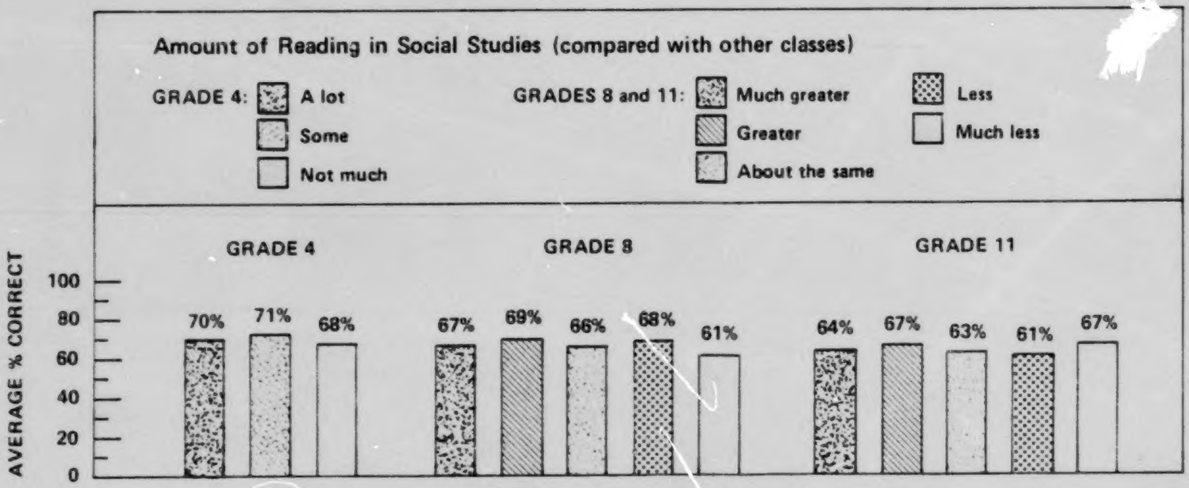


FIGURE 4.2 (Continued)

Total Test Achievement by Student Questionnaire Raporting Groups





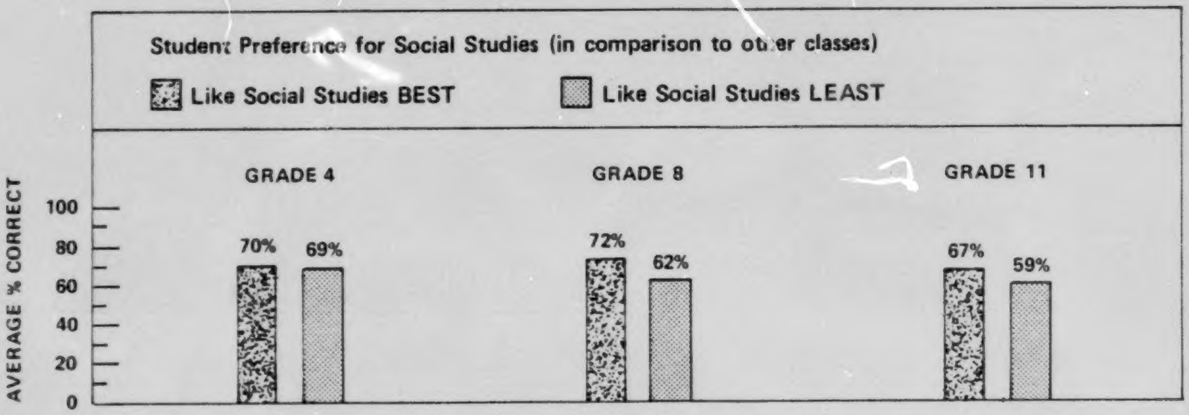
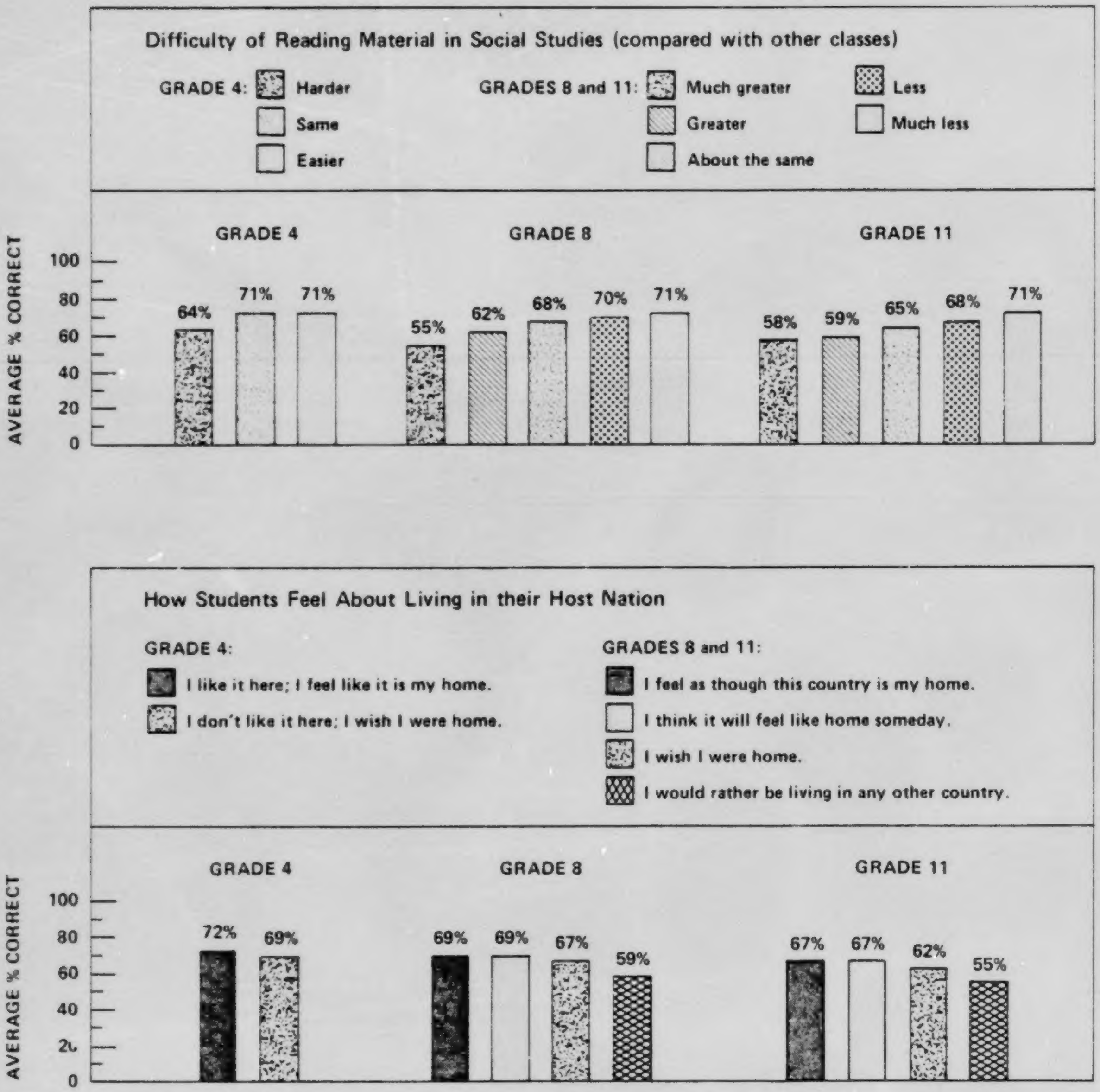


FIGURE 4.2 (Continued)

Total Test Achievement by Student Questionnaire Reporting Groups



Difficulty of reading. Results were much clearer regarding the "difficulty" of reading in social studies class. Those students who found social studies reading of "much greater" difficulty scored from 6%-7% (fourth and eleventh grades) to 12% (eighth grade) below the system average. Those who found it "much easier" scored 4% (eighth grade) to 7% (eleventh grade) higher than the average.

Attitude toward host nation. Eighth- and eleventh-graders who definitely do not like living in the host nation scored 9%-10% below the system average. Differences at the fourth-grade level were statistically significant but small at 2%.

Acquire Knowledge About Human Beings and Their Social, Natural, and Man-Made Environment

Overview. Within this topic area, three objectives were tested at grades four and eight, and two objectives were tested at the eleventh-grade level. The objectives assessed were focused heavily on knowledge of basic social studies concepts. Performance reflected the introductory nature of the objectives: these objectives generally represented the highest achievement demonstrated by eighth- and eleventh-graders but substantially lower performance by fourth-graders. Figure 4.3 displays results for each grade.

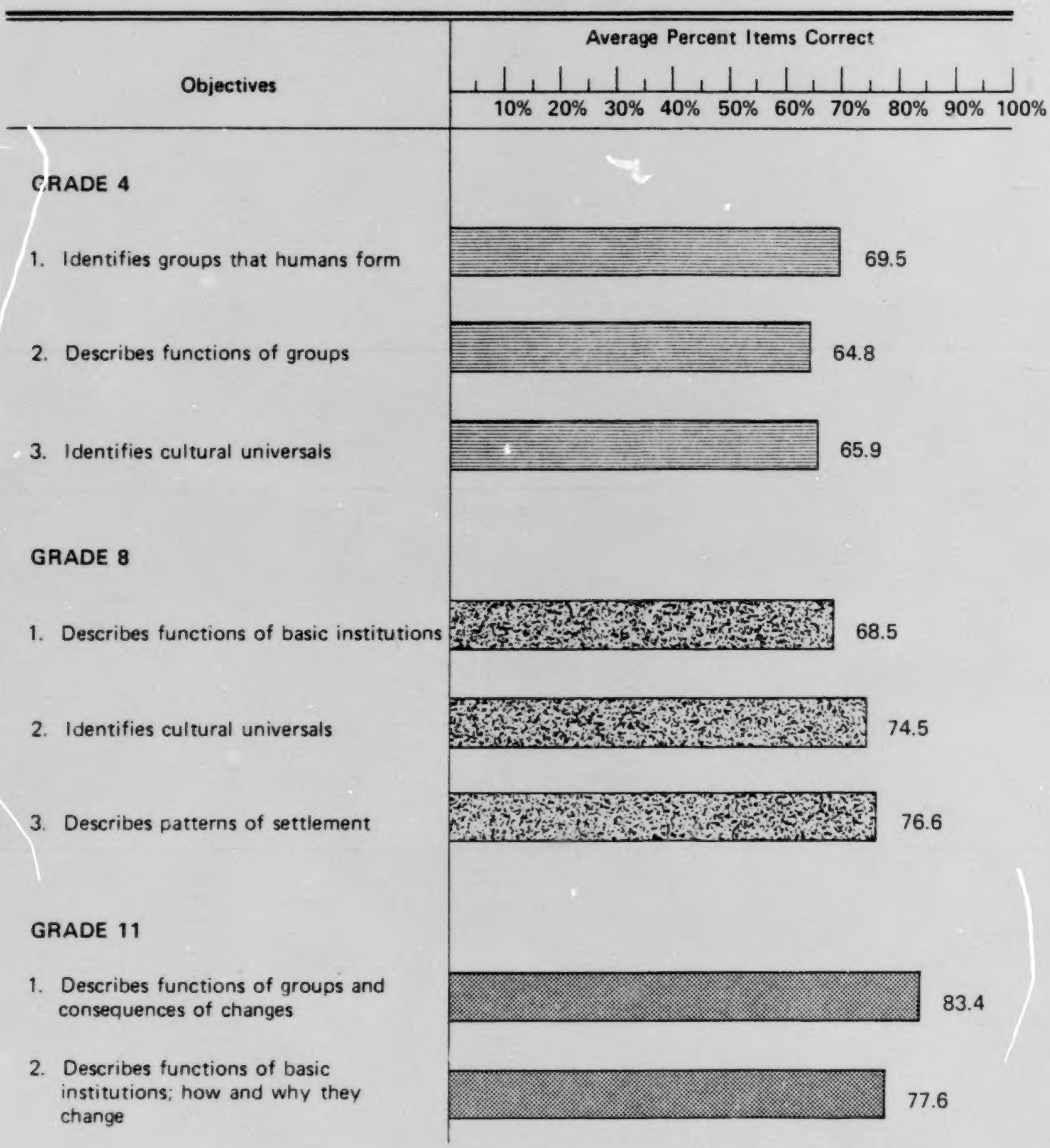
Fourth grade. Student performance was quite consistent across the three objectives in this topic area. Of the four or five items for each objective, fourth-graders answered an average of 64.8%-69.5% correctly. Their knowledge of groups that humans form (Objective 1) ranged from a high of 87% correct on an item assessing recognition of a "club" (versus a government, family, or community) to a low of 54% correct on an item requiring recognition of a group of age-peers (interestingly, 38% of fourth-graders appear to believe that a group of school friends are alike in "religion" rather than "ages").

Performance on Objective 2, assessing knowledge of group functions, showed a similar range among fourth-graders. While the average for the objective was 64.8% correct, 49% of fourth-graders knew the purpose of UNICEF, while 87% knew that "governments" are responsible for making laws in most countries. On Objective 3, assessing knowledge of cultural universals, performance was somewhat more even across three of the four items: 55%-59% of fourth-graders knew that "shelter" and "clothing" are basic needs, while "money" is not universal. However, many more students (88% of them) recognized the universal "no smoking sign."

FIGURE 4.3

Student Performance:

Acquires Knowledge About Human Beings
and their Social, Natural and Man-Made Environment



Eighth grade. Average performance of eighth-graders on the three objectives for this topic area ranged from a low of 68.5% correct on describing functions of institutions (Objective 1) to a high of 74.5%-76.6% correct on identifying cultural universals (Objective 2) and patterns of settlement (Objective 3), respectively. Performance on Objective 1 was quite variable: for example, 79% of eighth-graders knew that "religious" institutions provide for spiritual needs, but fewer (57%) knew that the "Constitution" states civil rights of U.S. citizens (many, 29%, thought the "Declaration of Independence" did so).

A similar range was observed on Objective 2 relating to cultural universals. For example, 97% of eighth-graders knew "food" to be a basic need, while 63% recognized "shelter" as such; even fewer (54%) recognized the universal nature of "marriage" (as opposed to "christianity", "English language," and "collective farming"). Performance was slightly higher, as a rule, on items for Objective 3 regarding patterns of settlement. The large majority (86%-91%) of eighth-graders could identify a "village" and a "tribe," 78% knew that "communities" probably preceded "cities," "states," and "nations"; and fewer (63%-66%) recognized the definition of "nomads" and "nation."

Eleventh-grade. Performance of eleventh-graders was higher on the two objectives in this topic area than on any other objectives: 83.4% correct on understanding changing functions of groups (Objective 1) and 77.6% correct on understanding changing functions of institutions (Objective 2). Scoring on all five items for Objective 1 was in the eighties: 80%-87% of eleventh-graders knew the functions of "shamans" and "dictators," understood "separation of church and state", growth of "child care centers," and the fact that "automation and mass production" has tended to replace skilled craftspeople.

Scoring was almost as high on items for Objective 2. Highest performance (88%) was on an item requiring recognition that "movement toward social equality for women" is a factor in the development of female clergy in some religions. About 78%-79% of eleventh-graders saw increasing health care costs as a factor encouraging socialized medicine and lower labor and resource costs in some foreign countries as contributing to American business developement overseas.

Analyze Relationships Between Human Beings and Their Social Environment

Overview. Within this topic area, three objectives were assessed at the fourth- and eighth-grade levels, four at the eleventh-grade level. The performance pattern across the objectives varied considerably from grade to grade. Results are shown graphically in Figure 4.4. Among fourth-graders, two of the three objectives reflected the lowest average performance of all objectives for that grade level; the third (Objective 4) was relatively high (77.4%) Eighth-graders scored relatively low on all three objectives (60.1%-66.8% correct). Among eleventh-graders, performance ranged from a low of 58.8% correct on Objective 3 to a high of 74.9% on Objective 4; the other two objectives, 5 and 6, were somewhat below the median for the grade at approximately 65% correct.

Fourth grade. Students performed rather well on the two items related to identifying influences on individual behavior (Objective 4). Between 77% and 79% recognized that: (a) early school experiences help one learn to get along with others, and (b) one's parents are the determining factor in what language one first learns to speak.

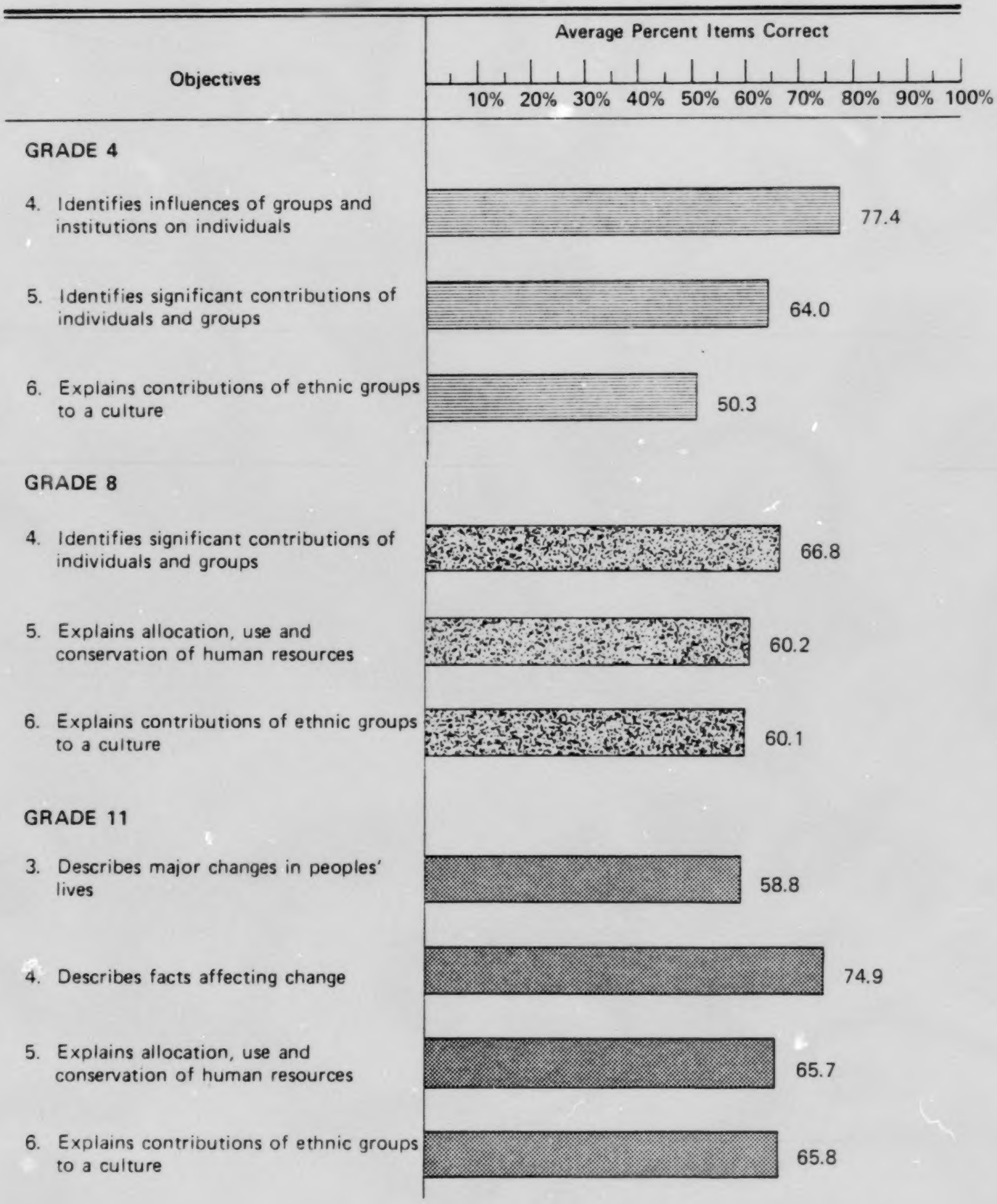
Performance of fourth-graders was not as high on Objective 5 (recognizing significant contributions of individuals): 76%-78% knew of the contributions of Thomas Edison and the Wright brothers; however, somewhat fewer (59%-63%) knew of Martin Luther King, Jr.'s civil rights work and Abraham Lincoln's efforts to free slaves, and only 42% knew of Harriet Tubman's work.

Fourth-graders scored least well on Objective 6 dealing with contributions of ethnic groups. The majority of students (75%-77%) recognized contributions of American Indians, but by contrast, only 13% knew that our number system is Arabic in origin.

Eighth grade. On the whole, eighth-graders performed at about the same level as did fourth-graders on recognizing contributions of individuals (Objective 4), answering correctly an average of 66.8% of the items. Two items for this objective were administered to both of these grade levels: many more eighth-graders than fourth-graders knew of Martin Luther King, Jr., (78% vs. 59%) and Harriet Tubman (80% vs. 42%). However, lower proportions of eighth-graders answering correctly two items on Mahatma Gandhi (58%) and George Washington Carver (47%) lowered the average for the objective.

Average eighth grade performance was also low (60.1%) on Objective 6 regarding contributions of ethnic groups. Three of their six items duplicated those administered to fourth-graders and eighth-graders substantially outperformed the younger students; for example, 70% (vs. 40%) knew of the English influence on the American way of life, and 25% (vs. 13%) knew about our Arabic number system. (Even more eleventh-graders, 78% and 35%, respectively, answered these two items correctly.) Performance was at the median for this objective on two other eighth grade items: 66%-67% knew about Aztec influence in South America and Cuban influence in Florida.

FIGURE 4.4
Student Performance:
Analyze Relationships Between Human Beings and their Social Environment



On the third eighth-grade objective in this topic area (Objective 5, Human Resources), performance ranged widely from 73% to 45% correct. For example, only 46% recognized that discrimination against minorities in the U.S. represents "a major waste of human resources," while 72% knew that the growing use of computers has forced many people to "learn new skills and find new jobs."

Eleventh grade. Within this topic area, eleventh-grade performance was lowest on Objective 3 (58.8%) which required knowledge of historical events and trends that affected American life. About 60%-65% of eleventh-graders could identify the effect of the Industrial Revolution on urban centers, several effects of the women's movement, and the effect of increasing mobility on family life. Average performance on the objective was lowered, however, by the fact that only about 44% of eleventh-graders could relate scientific discoveries to decline in religious faith.

Performance was somehwat higher on two other objectives (about 65% correct). Regarding human resources (Objective 5), eleventh-graders were relatively consistent: 72%-74% knew about China's comparatively heavy emphasis on human resources in farming and construction trades and about the likely need for increased social services in a rapidly growing, newly industrialized community. Only slightly fewer (64%-67%) knew that, historically, "labor" represents the largest U.S. allocation of human resources and that industrialization tends to decrease allocations of human resources. By contrast to Objective 5, eleventh-graders' average performance on Objective 6 represented a wide range across the six items tested, including the 35% and 78% noted earlier regarding Arabic numerals and English influence, respectively, as well as 83% answering correctly regarding the Spanish-American influence in the U.S. Southwest.

The highest performance (74.9%) of eleventh-graders in this topic area was on Objective 4 requiring understanding of factors affecting social change. While about half of eleventh-graders recognized a major reason for social upheaval in the Mideast following discovery of oil, many more (76%-87%) recognized effects of such factors as a growing awareness of equal rights, the first Soviet satellite launching, increasing urban traffic problems, and improvements in the quality of health care.

Analyze Relationships Between Humans and Their Natural and Man-Made Environment

Overview. Within this topic area, two objectives were assessed at each of grades four and eleven, three at grade eight. An objective assessing understanding of human adaptation to physical environment

(Objective 8 for grades four and eight, Objective 7 for eleventh-graders) showed average performance just about the median for all three grades (75.2%, 69.7%, and 71.3%, respectively). Note that none of the items assessing this objective were the same for any two grade levels. On identifying geographical features (Objective 7 for both fourth and eighth grade),performance was somewhat below the median for fourth grade, just above the median for eighth grade; two of the five items were identical at the two age levels. Eighth-graders performed somewhat better on explaining effects of technology (Objective 9); but among eleventh-graders, this same objective (#8) represented their third lowest performance (51.2% correct). Figure 4.5 graphs results for objectives in this topic area.

Fourth grade. Performance varied widely across the items assessing geographical knowledge (Objective 7). While 77%-82% knew that "equator" has the warmest climate, that the "Rockies" are a U.S. mountain range, and that "Hawaii" is the state which is composed entirely of islands, far fewer could locate the world's largest desert in "Africa" (59%) or locate on a topographical map the most likely site for a city (30%).

As compared with the Objective 7 average (65.3% correct), fourth-grade performance on Objective 8 was higher (75.2%). The objective assessed knowledge of methods of adapting to the physical environment. High percentages of fourth-graders (81-91%) recognized the adaptive functions of "tunnels" and "bridges" and ways of compensating for scarce resources (as in using "snow" to build houses). Many fewer recognized "skyscrapers" as a way of conserving building space (59%) and the use of dikes as a way to "make more land available for farming" (50%).

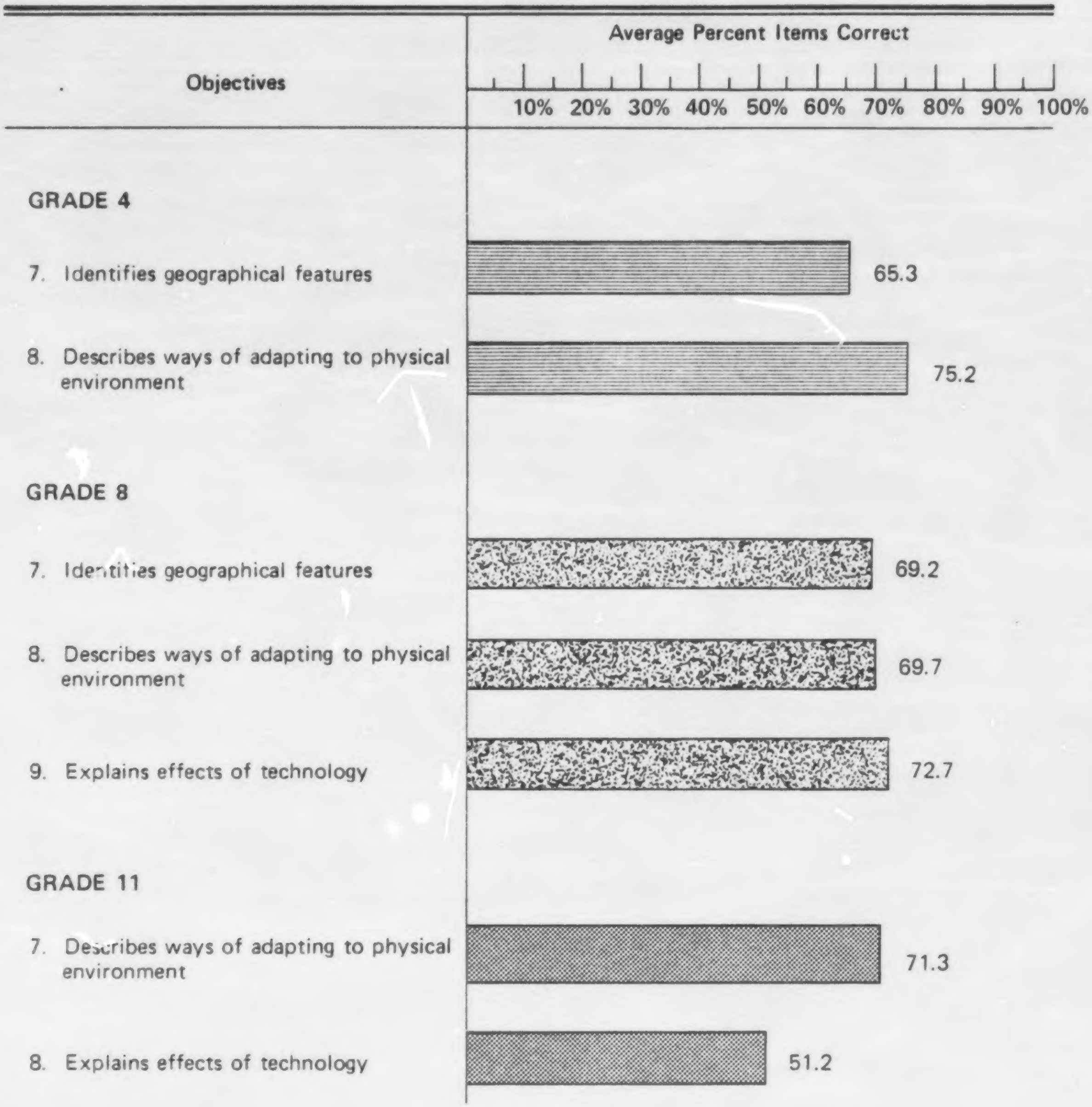
Eighth grade. Eighth-graders scored fairly consistently on a set of five different items assessing the same objective regarding adaptation to physical environment. On this, Objective 8, their average score was 69.7% correct, and the proportions answering correctly specific items ranged from 59%-77%. While 67%-70% understood the use of "terraces" to adapt land for farming and the adaptation of sod as a building material by early settlers, slightly more (77%) understood the function of "reservoirs" and the purpose of the Panama Canal.

Eighth-graders' score pattern was somewhat similar on Objective 7, which assessed knowledge of geographical features (average 69.2% correct). While 59% could locate on a map the likely site for a city (versus 30% of fourth-graders, noted earlier) and locate "Australia" entirely south of the equator, slightly more (61%) knew that "hurricanes" are the type of storm that often begin in tropical climates. In contrast, 88% (versus 77% of fourth-graders, noted earlier) knew that the "equator has the warmest climate," and 80% knew that the climate of most of the U.S. is "temperate."

FIGURE 4.5

Student Performance:

Analyze Relationships Between Human Beings and their Natural and Man-Made Environment



The pattern of eighth-grade performance on items assessing knowledge of the effects of technology resulted in a slightly higher average score for Objective 9. About four-fifths of the students could relate "collectors" to "solar" energy and "automobiles" with "air" pollution. Lowest performance for this objective was on an item requiring understanding that "spraying insecticides to kill harmful insects" is dangerous in that it may also "kill useful insects" (53% answered correctly).

Eleventh grade. Performance was relatively high (71.3%) on Objective 7 assessing knowledge of ways of adapting to physical environment. Four-fifths of eleventh-graders knew that "strip-mining" causes "soil erosion," and three-quarters could identify a factor likely to cause "an upset in the balance of ecosystems." Lowest performance (54% correct) was on identifying the purpose of a "dike."

By contrast, eleventh-grade scores were relatively low on the four items assessing Objective 8. About 60% knew that advancing technology can irreversibly cause extinction of certain wildlife species, and a similar proportion could identify effects of diverting river water. Far fewer knew that "extensive burning of fossil fuels" has resulted in a "rise in atmospheric temperature" (49% correct), and that nuclear power plants cause "thermal" pollution (34% correct).

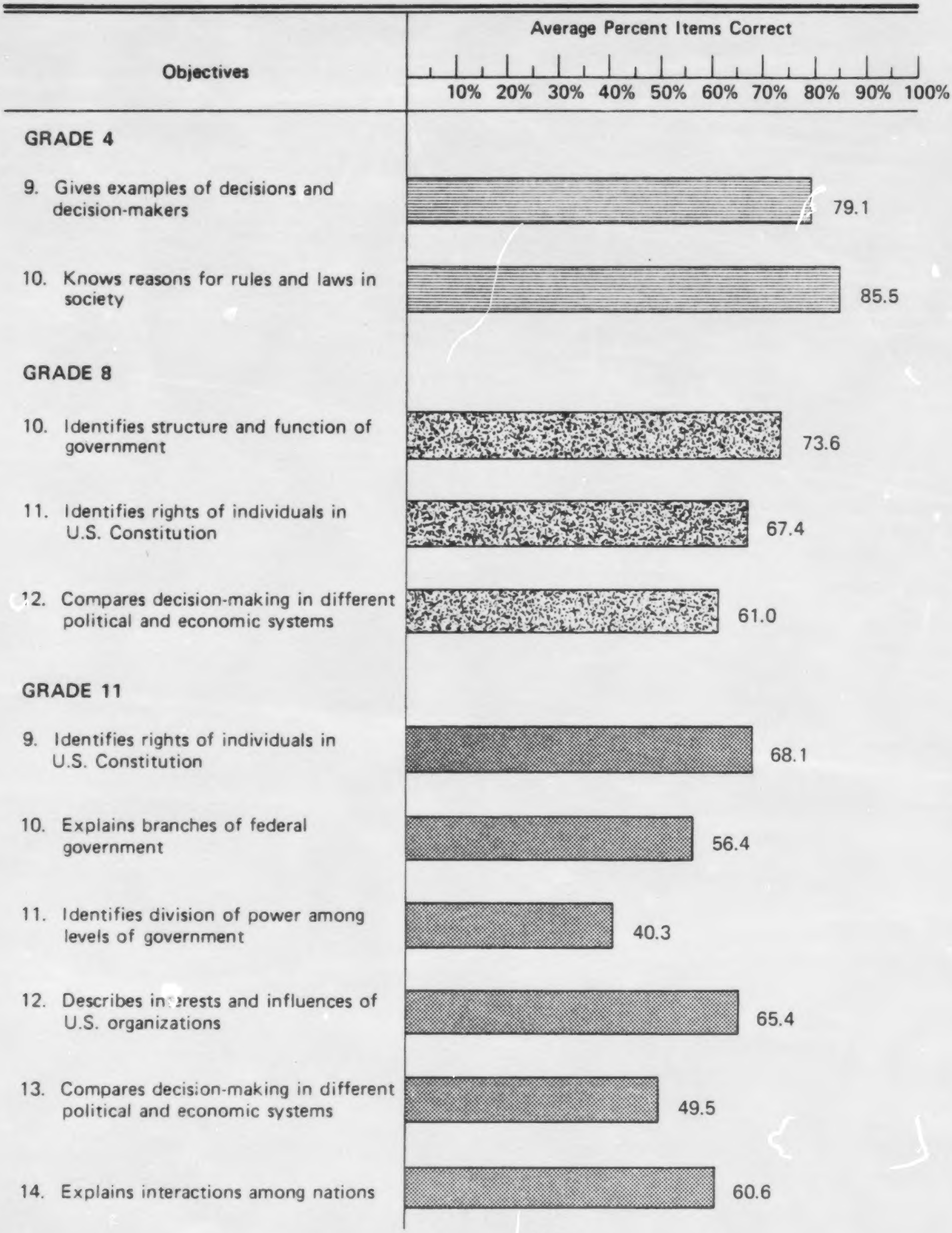
Understand Decision-Making Processes

Overview. Within this topic area, two objectives were assessed at the fourth-grade level, three at the eighth-grade and six at the eleventh-grade. The two fourth-grade Objectives (9 and 10) represented the highest performance exhibited by students at that level (79.1% and 85.5% correct). Among eighth-graders, performance was relatively high in one case (73.6% correct on Objective 10 regarding structure and function of government), but relatively low on the remaining two (61.0% and 67.4% correct on Objectives 12 and 11, respectively). Of the six objectives assessed at the eleventh-grade level, five showed average performance below the median for the grade, and two of these were the lowest of all eleventh-grade objectives. Figure 4.6 displays scores for all grades on the objectives in this topic area.

Fourth-grade. On all five items involving examples of decisions and decision-makers (Objective 9), between 71% and 87% of fourth-graders answered correctly. These scores indicated that the large majority of students recognized decision-making roles of, for example, "teachers," one's "boss," and "American voters" (to elect the U.S. President).

FIGURE 4.6

Student Performance:
Understand Decision-Making Processes



Fourth-grade performance was even higher on Objective 10 (and extremely uniform across the five items) on understanding reasons for rules and laws in society. Between 85% and 87% correctly answered each item. Thus, the large majority recognized the reasons for such things as "speed limits," "leash laws" for dogs, and "laws against crime."

Eighth grade. Objective 10 on identifying structure and function of government showed relatively high average performance (73.6%) at this grade level. Between three-quarters and four-fifths recognized the "mayor" as the head of town government, the "chief of police" as mainly reponsible for maintaining law and order, and the "board of education" as usually responsible for hiring and firing teachers in a school system. Only half of the eighth-graders, however, knew that a school superintendent in the U.S. is responsible for "planning the school's yearly budget."

By contrast to Objective 10, scores of eighth-graders were relatively low on Objective 11 (Constitutional rights: 67.4% correct) and Objective 12 (comparative decision-making: 61.0% correct). On Objective 11, for example, between 63% and 69% identified the right to attend any church, the basis for the right to vote, and the protection against "unreasonable search" of one's home. On Objective 12, for example, between 56% and 60% knew that: (a) a Prime Minister leads a "parliamentary" government, (b) that in a dictatorship the ruler makes and enforces laws, (c) that the "one-party system" characterizes a communist state, and (d) a democracy is distinguished from a dictatorship by the fact that citizens "have a voice" in government.

Eleventh grade. Of the six eleventh-grade objectives in this topic area, the single one above the median for the grade was Objective 9 on U.S. Constitutional rights (68.1%). About 82% of eleventh-graders identified the right to "attend any church" (compared to 69% of eighth-graders, noted earlier), the "right to legal counsel," and the protection against "cruel and unusual punishment." Average performance on the objective was covered by scores on two other items: about half of eleventh-graders understood "the ban on double jeopardy" and "due process of law."

Scores were considerably lower on all remaining objectives for this topic area. On Objective 10 regarding branches of federal government, 60%-68% knew that the U.S. Senate must approve treaties with foreign countries, that the Supreme Court can declare an act of Congress unconstitutional, and that it takes a "two-thirds majority of both houses" to override a Presidential veto. Even fewer eleventh-graders knew that the Senate must approve appointments to the Supreme Court (51% correct) and to the President's Cabinet (39% correct).

Lowest performance on any eleventh-grade objective (average 40.3% correct) was observed on Objective 11 on identifying division of power among levels of government. The majority (65%) of eleventh-graders knew that funds for interstate highways come from both "state and federal" sources; slightly over half (53%) knew that a "governor" could request National Guard troops in a local emergency; and even fewer (41%) demonstrated understanding of the Supreme Court's role in adjudicating the constitutionality of a law. Only 14% of all eleventh-graders knew that it takes a "three-fourths majority of the state legislatures" to amend the U.S. Constitution.

Objective 12 assessed understanding of interests and influences of U.S. organizations; the 65.4% average score represented wide-ranging performance across the items. While 81% of eleventh-graders recognized that environmental groups are likely to favor development of "solar" energy, only 47% recognized that groups that oppose school busing are likely to argue in favor of "maintaining neighborhood schools." Between 59% and 64% knew that "publicizing examples of discrimination" is a way to express objections to unfair employment practices or that "a national health program" is likely to be favored by groups assisting low-income families.

Objective 13 represented the second lowest performance (49.5% correct) of eleventh-graders. On comparing decision-making in different systems, performance ranged from a high of 77% correct on recognizing citizens' "voice" in democratic government (noted earlier, 57% among eighth-graders) to a low of 38%-39% correct on: (a) socialist "workers" theorectical collective ownership of the means of production and distribution, and (b) "privately-owned means of production" as the basis for economic decisions in a capitalist system. Further, 44%-48% knew that economic investments in a capitalist system are controlled primarily by "private rather than governmental decisions" and that in a communist country, economic decisons are based on the principle "from each according to ability, to each according to need."

There was a considerable spread in the scores on individual items assessing Objective 14, on understanding interactions among nations (average 60.6% correct). While 80% of eleventh-graders could identify the main purpose of the United Nations and 74% recognized the U.S. as an "important market for Japanese manufactured goods," only 42%-45% demonstrated an understanding of China's desire to improve relations with the U.S. or of the purposes for forming the European Common Market. On middle ground: 63%-68% understood that "the question of rights of Arabs living in Israel" has been an obstacle to peace in the mideast and that underdeveloped nations have traditionally been suppliers of "raw materials and other natural resources" to more developed nations.

Analyze Conflict and the Impact It Has on Individual and Group Relationships

Overview. Within this topic area, two objectives were assessed at the fourth- and eleventh-grade levels, one at the eighth-grade level. Fourth-graders performed relatively well on identifying sources of conflict (Objective 11: 73.8% correct) and giving examples of constructive ways to handle conflict (Objective 12: 77.8% correct). The same was true among eleventh-graders: 76.8% correct on identifying ways people react to conflict (Objective 15) and 70.5% correct on identifying and evaluating ways people have handled conflict (Objective 16). In contrast, Objective 13 for eighth-graders (on identifying ways people react to conflict) represented the lowest performance (59.5% correct) of any objective at this grade level. Figure 4.7 graphs results at each grade level for objectives in this topic area.

Fourth grade. On Objective 11, between 82% and 85% of fourth-graders recognized different ideas and unwillingness to share as sources of conflict. In contrast, fewer (58%-59%) demonstrated understanding of a conflict-of-interest situation and a control-struggle situation. On Objective 12, performance tended to be higher. The large majority of fourth-graders could give the following constructive ways of handling conflict in given situations: taking turns (91% correct); talking about problems (84% correct); voting (83% correct); and letting "a court decide" (73% correct).

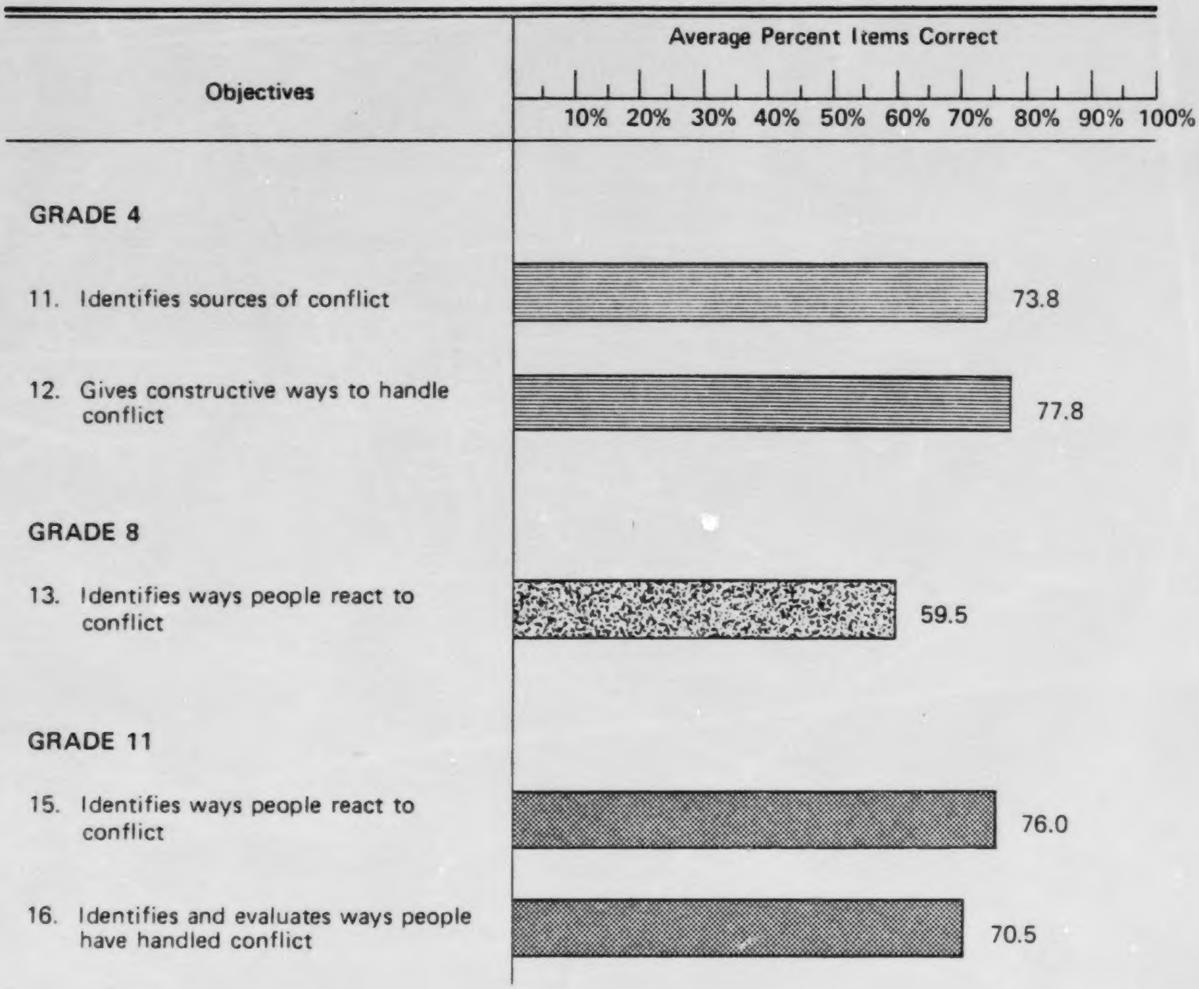
Eighth grade. Roughly half of eighth-graders answered correctly on three of the five items assessing Objective 13: identifying ways people react to conflict. Each of these items involved predicting a reaction in a given conflict situation (e.g., giving warning or making concessions). Performance was slightly better on the other two items, which involved understanding the usefulness of "joining together to make complaints known" (75% correct) and active opposition to events contrary to one's cause (62% correct).

Eleventh grade. The latter item on active opposition was also administered to eleventh-graders to assess this Objective (#15 for this grade level). Eleventh-graders scored somewhat higher at 75% correct. On two other items administered to both grade levels, 15%-19% more eleventh-graders than eighth-graders answered correctly. Also notable is that in response to the notion that high school students often experience conflicting pressures to use their time in different ways, 79% indicated that the most effective reaction is to "respect others' advice but resolve to make their own decisions."

FIGURE 4.7

Student Performance:

Analyze Conflict and the Impact it has on Individual and Group Relationships



Eleventh-graders answered four questions assessing Objective 16 requiring understanding of ways people have handled conflict. Their responses indicated that 76%-80% understood the use of international treaties and the United Nations, while 61%-67% recognized court orders and voter referendums as means of settling disputes.

V. PROBLEM SOLVING

Introduction

In addition to the assessment of cognitive goals measured by the paper-and-pencil tests, the DoDDS Comprehensive Social Studies Evaluation included an effort to assess another major DoDDS goal: development of students' problem-solving skills. The student interviews provided an opportunity to administer exercises designed to assess the effectiveness of particular aspects of students' "thinking skills." Interviewers observed the ways in which students approached problems, processed information, and sought solutions.

Two "problem situations" were presented as part of each student interview. The two problem situations administered to fourth-graders are presented below, followed by the two administered to eighth- and eleventh-graders. A summary of the findings is included in each case.

Grade 4: Problem Situation I

The problem. Fourth-grade students were presented with the following situation:

> "Let's pretend you have found an object. It is a piece of twisted black iron, about a foot long. It is from Africa. You want to bring it to school and show it to your class. You have to find out everything you can about the object; then you can tell your classmates about it."

Students were asked what they would need to know about this object to tell their class about it. They were then told that it was called a "Tonga" and was used by the Mandingo Tribe. They were asked what they would do to find out more about it. They were then told that the Mandingo people used the Tonga "to buy food and other things" and they were asked if they knew of something "we use in our lives that is like the Tonga." Students were also called upon to summarize the information and draw conclusions about the Tonga and to suggest other things that their classmates might want to know about the Tonga.

The purpose. Problem Situation I was designed to evaluate fourth-graders' skills in:

(1) generating relevant questions,

(2) identifying relevant and reliable sources of information,

(3) drawing inferences and coming to a logical conclusion,

(4) summarizing information, and

(5) identifying areas for further investigation.

The results. Over half of the fourth-graders were able to generate relevant questions about the Tonga. Examples of appropriate questions were: "What is it?", "What is it used for?" and "How did it get here?" Less appropriate questions included: "Is it special?" and "How wide is it?"

A somewhat larger number (over two-thirds) of students were able to identify relevant and reliable sources of information for finding out about the Tonga. The source of information most commonly mentioned by fourth graders was the encyclopedia. A number of other students indicated that they would go to the library to search out books about the subject.

When the students were told that the Tonga was used to buy food and other things and asked to name "something else that is used in the same way as the Tonga," about three-quarters of the fourth-graders were able to draw the conclusion that the Tonga was like money. Similarly, most of the students were able to summarize the information about the Tonga to report to their class. Fewer than half of the students could think of anything else their classmates would like to know. Of those who could, a majority thought their classmates would want to know more about how they found the Tonga. Others thought their classmates would like to know more about the people who made it or how it was made.

Summary. While most of the fourth-grade students demonstrated effective problem-solving skills, a sizable number of the students at this level were lacking in some of the problem-solving skills examined. As a whole, the fourth-graders were able to identify appropriate sources of information for problem solving, to summarize information, and to draw a logical conclusion. However, fourth-graders were somewhat less able to generate relevant questions for problem solving.

Grade 4: Problem Situation II

The problem. The second situation presented to fourth-grade students was as follows:

> "Let's pretend that your teacher told you about two films you could watch. Both are about the effects of smoking cigarettes. One film was developed by the government and the other by a cigarette company."

Students were asked to choose which film they would watch and to indicate why they made that choice. The students were also asked about how they would validate the conclusions of the films.

The purpose. In Problem Situation II, fourth-graders were called upon to demonstrate skills in:

(1) identifying several relevant and reliable sources of information,

(2) analyzing and synthesizing information obtained from various sources, and

(3) validating the outcomes of investigation.

The results. Two-thirds of the students interviewed said they would choose to view the government film on the effects of cigarette smoking. Most of the others said they would choose the cigarette company's film. Only a very small number of students said they would want to watch "both" films, the answer considered most balanced. However, the wording of the question was such that students may have assumed a forced choice of one or the other.

Most of the fourth-graders were able to give appropriate reasons for their choice of a film. The most frequent reasons given for choosing one film over the other were that the source of the film not chosen was in some way deceptive, or that the source of the chosen film "gives facts" or "tells the truth." Those few students who chose to watch both films indicated that they wanted to see both films to learn all there was to know about smoking.

In almost all cases, the fourth-graders were able to provide the interviewer with appropriate methods for validating the conclusions of the films. When asked how they would go about checking if what the films said were true or false, more than three-quarters of the fourth-graders were able to cite a source for validating the findings. Of these, most indicated they would look in an encyclopedia or related book. A sizeable number of students indicated that they would ask another authority such as a doctor, parent, teacher, scientist, or government official.

Summary. Overall, the fourth-grade students did demonstrate an ability to analyze information sources by identifying appropriate reasons for choosing one film over another. (The fact that most students chose to rely on only one source of information was probably due, at least in part, to the wording of the problem.) Similarly, students exhibited an ability to validate outcomes by suggesting sources of information for confirmation of the findings.

Grades 8 and 11: Problem Situation I

The problem. Students were asked, "What do you think are the most important problems generally facing large cities?" After the students had named one or more problems, they were asked to select the one problem they would most like to learn more about. They were then asked, "What questions would you ask about this problem to find out more about it?" and "Where would you go for more information to answer the question(s) you have?"

The purpose. In Problem Situation I, eighth- and eleventh-grade students were asked to demonstrate the following skills:

(1) identifying problems or issues appropriate for investigation,

(2) generating relevant questions, and

(3) identifying relevant and reliable sources of information.

The results. As a whole, students were able to identify urban problems that were appropriate for investigation. The problems most commonly cited by students in both grades were pollution, crime, and overpopulation. Also mentioned frequently by the eleventh-graders were problems associated with unemployment and housing.

Most students at both grade levels were able to generate at least two relevant questions about a problem they had cited, and many were able to pose at least three significant questions. Some of the frequently posed questions included: "What's the cause?", "How will all of this affect the future?", and "Who's to blame for the problem?"

When the students were asked where they would go for information to answer the questions they posed, the vast majority were able to cite at least two relevant and reliable sources of information. Virtually all students were able to cite one good source of information. Sources of information cited by the students included the library, the government, and the police department.

Summary. Overall, the students in Grades 8 and 11 demonstrated an ability to identify a significant issue for investigation, generate appropriate questions for investigating the issue, and identify relevant and reliable sources of information for that investigation. While it is difficult to quantify a student's ability to move logically from the identification of a problem to the appropriate investigation of the problem, the transcripts of the interviews demonstrate how effectively most of the eighth- and eleventh-grade students were able to do so.

Grades 8 and 11: Problem Situation II

The problem: The second problem situation administered to eighth- and eleventh-grade students posed the following situation:

> "Imagine that you have received summaries of two new scientific studies on nuclear energy. One was reported by the government and the other by an environmental association. Which of the reports would you want to read?"

After deciding which report they would read, students were asked to explain their choice. The students were also asked how they would evaluate the reports if the two reports reached different conclusions and how they would validate the conclusions if the reports reached the same conclusions.

The purpose. In Problem Situation II, eighth- and eleventh-grade students were called upon to demonstrate the following skills:

(1) identifying several relevant and reliable sources of information,

(2) analyzing and synthesizing information obtained from various sources, and

(3) validating the outcomes of investigation.

The results. Fewer than one-quarter of the students at either grade level indicated that they wanted to read both of the reports, although eleventh-graders were somewhat more likely than eighth-graders to say so. Because of the wording of the question, some students may have mistakenly assumed that they could choose only one report.

As a whole, the students were able to generate appropriate reasons for choosing either one or both of the reports. The most prevalent reasons for choosing the government report were that the government has better information than the environmental group, while the most common reason cited for choosing the environmental association report was that the environmental association is "concerned with the environment and people." Those who chose to read both reports generally reported that they did so to get both sides of the story.

When asked how they would decide which conclusion to accept if the two reports came to different conclusions, over half the students at both grade levels indicated that they would research the topic further and/or read both reports and decide. However, a sizable number of students said they didn't know how they would deal with the conflicting conclusions, or that the decision of which conclusion to accept would be a personal choice.

When asked how they would go about checking to find out whether the conclusions were correct if the two reports came to the same conclusion, about half the students indicated that they would do further research or would seek out other opinions. However, almost a quarter of the students indicated that they didn't know how they would go about checking the conclusions.

Summary. The vast majority of the eighth- and eleventh-grade students demonstrated an ability to identify sources of information, to analyze that information and, ultimately, to validate outcomes. While the students generally appeared to rely on a single source of information, this may have been due to the wording of the problem which implied a forced choice. The students did demonstrate an ability to analyze information and validate the outcomes of investigation, with most students identifying appropriate strategies for analyzing disparate conclusions and validating the outcomes of the research.

VI. SELF-ACTUALIZATION, COMPETENCE IN HUMAN RELATIONS AND CAREER ATTITUDES

Introduction

The purpose of this chapter is to describe the results of student questionnaire and interview items that reflect on the attainment of two important DoDDS social studies goals:

- the development of a positive self-concept and movement toward self-actualization, and;
- the development of a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing and preserving human rights.

The sections below present highlights of responses to questionnaire and interview items addressing four areas:

- student movement toward self-actualization,
- student egalitarian attitudes toward nationality, race ethnic background, and sex,
- attitudes toward careers and factors influencing career choices,
- attitudes toward social studies.

Self-Actualization

The area of self-actualization was assessed through a series of items on the student questionnaire addressing the following questions:

(1) How realistic are student expectations of their performance on tasks?

(2) What degree of responsibility is taken by students in dealing with others?

Realistic Expectations. The first area, realistic expectations, was assessed at all three grade levels. Students were presented with a scale containing 12 statements referencing how realistic the students' expectations were in performing tasks. Among the statements included were, for example, "I often try to do too much," "I know there are some things I can do better than other things," and "I usually do worse on tests than I expected." Students in grades eight and eleven responded to each statement on a scale from one to five ranging from "strongly agree" to "strongly disagree" with the midpoint indicating that the student was undecided. For the fourth graders, a more limited response format was used, with students indicating whether they agreed, disagreed or were undecided for each statement.

A composite score representing the average score for all items was obtained for each student, with a low score representing extremely unrealistic expectations and a high score representing extremely realistic expectations. The results were similar across all three grades. Students exhibited, on the whole, mildly realistic expectations. At each grade level, the average composite score was just above the midpoint in the range from extremely unrealistic to extremely realistic expectations. Nevertheless, more than one-quarter of the students in grades eight and eleven "agreed" or "strongly agreed" that they did not always finish what they started and often tried to do too much. Similarly, close to one-third (34-35%) of the fourth graders felt that they often try to do too much, and that they often lose interest in what they have started and leave it unfinished. Further, roughly a quarter of students at all grades felt that they usually did not do as well on tests as they had expected.

A number of factors associated with the school and the student were examined to determine if they bore any relationship to how realistic the students' expectations were. The only significant difference was found in relation to eighth- and eleventh-graders' self-ratings of achievement level. Those who saw themselves as "A" or "B" students tended to have somewhat more realistic expectations than those who saw themselves as "C" or "D" students.

Responsibility in dealing with others. The second area examined within self-actualization was the appropriateness of the students' behavior in dealing with others. This area was addressed for students in grades eight and eleven only. Students were presented with a series of three hypothetical situations and a list of possible actions that could be taken in response to each situation. Students were asked to choose the action they would be most likely to take in each situation. The response options varied in terms of their appropriateness for the situation presented. The more appropriate responses called for the student to take responsibility for his or her behavior, express his or her feelings, or demonstrate sensitivity to the needs of others.

The first situation supposes the following: the student has completed the best geography project in class and the teacher calls special attention to the project in front of the class. Over half (56-59%) of the students in both grades eight and eleven indicated that after class they would say nothing to their friends but would tell their parents about their good work later in the day. While this represents an appropriate response, fewer than 10% of the students at both levels selected the more desirable response, i.e., telling your friends how good it feels to be recognized.

The second situation presented to the students involved the student receiving a grade of "C-" for a social studies project completed hastily the night before it was due. The student felt the project deserved a grade of "B." Over one-third (36%) of eighth-grade students and close to one-half (48%) of eleventh graders chose the most appropriate response of taking responsibility in the incident, knowing they could have given the task more effort and attention. However, close to half of the eighth graders (43%) and one-third of eleventh graders (33%) selected a somewhat less appropriate response which involved accepting the grade but acknowledging no responsibility.

The final situation involved the school newspaper editor criticizing the student unjustly in front of other members of the newspaper staff. About half (49-54%) of the students at both the eighth- and eleventh-grade levels selected the most appropriate response of waiting for the editor to calm down and then trying to settle the matter. However, close to one-third of the students (29-30%) at both levels indicated that they would tell the editor exactly what they thought while everyone was listening.

Egalitarian Attitudes

The extent to which student attitudes were egalitarian with respect to race, nationality, ethnic background, and sex was assessed at all three grade levels. Students were presented with a scale containing ten statements about equal opportunity for individuals of different race, ethnic background, national origin or gender. For example, "people of certain races or religions should be kept out of important positions in our nation," and "most men work harder than women." Students in grades eight and eleven responded to each statement on a scale from 1 to 5 ranging from strongly disagree to strongly agree, with the midpoint indicating that the student was not certain. For the fourth graders a more limited response format was used, with students indicating whether they felt each statement was true or false.

A composite score representing the average score for all items was obtained for each student, with a low score indicating "not at all egalitarian" and a high score indicating "extremely egalitarian." The results were similar across all three grades. Students attitudes were, on the whole, quite egalitarian. Close to half of the fourth graders, however felt that "most men work harder than women."

An examination of factors potentially contributing to differences in egalitarianism revealed the following:

- There were no differences at any grade in student attitudes toward race, nationality, sex and ethnic background as a function of the number of years the student had been in an overseas school, the region in which the school was located, or the branch of service with which the school was affiliated.
- For students in grade four, the sex of the student had little effect on attitudes toward race, sex, nationality and ethnic background. However, female students in grades eight and eleven tended to be more egalitarian in their attitudes than were male students in those grades.
- Students at both the eighth- and eleventh-grade levels who saw themselves as "A" or "B" students, tended to be more egalitarian than their counterparts who saw themselves as "C" or "D" students.

Career Attitudes

Attitudes toward careers and career-related issues were assessed through both the student questionnaires and interviews. Students were asked to indicate the fields they found most and least interesting, the influence of school on career decisions, and what factors they felt influenced career decisions.

Most and least interesting careers. Students were asked to select, from a list of social studies related fields, which fields they found most and least interesting. While no one field was selected as most interesting by as many as one-quarter of the students in grades four or eight, more than a quarter of the eleventh graders (28%) selected psychology as the field they found most interesting. When asked to indicate which field they found least interesting, no one field was seen as least interesting by as many as one-quarter of the students in grades four or eleven. However, close to one-third of the eighth grade students (30%) found the field of political science to be least interesting.

When eighth- and eleventh-grade students were asked during interviews what career or occupation they were interested in pursuing after high school, the most commonly cited occupations for both groups were medical, military service related, or science careers. Business careers were cited frequently, but only among the eleventh-grade students. Not surprisingly, a larger number of students in eleventh grade (51%) had either chosen a career already or had a good idea of their career choice, than students in eighth grade (42%).

Influence of school on career decisions. Seventy percent of the eighth-grade students felt that class discussions "helped some" or "helped a lot" in understanding careers, while 58% of the eleventh-grade students felt this was the case. When presented with a list of five influences on career choices, about two-thirds of the students in grades eight and eleven (62%-68%) felt that "school courses you enjoy and in which you do well" *should* have the *greatest* influence on career choice.

Factors which influence job opportunities. Students in grades four, eight and eleven were presented with a list of nine factors which might be viewed as limiting future job opportunities. For each factor, the student indicated whether or not they felt the factor would influence the type of job he or she would get. "Your abilities and skills" as a determinant of the type of job you get was selected more often than any other factor listed (70-92% of students at all levels). "Your grades in school" and "your health" were also seen as factors influencing the type of job one gets by more than two-thirds (67-79%) of the students. Over one-third (37%) of the fourth graders (as compared with about 20% of eighth and eleventh graders) saw sex as an influence on the kind of job one gets.

Factors which influence career decisions. Virtually all (94-96%) of the students in grades eight and eleven surveyed felt that "a person should examine his or her own abilities before deciding on a career." Surprisingly, close to half (48%) of the eighth grade students, and one-third (31%) of the eleventh graders felt that "a person should decide by himself or herself which career to choose, not ask for advice from other people." Over three-quarters (77%-85%) at both levels indicated that they did not consider money to be the most important factor in making a career choice. Similarly, over three-quarters (76-80%) did not feel that "a person who does well in school should only consider careers that require a college education."

Attitudes Toward Social Studies

Students were asked a series of questions about school subject preferences and their attitudes toward social studies. The areas assessed included most and least liked subjects, the amount and difficulty of assignments in social studies, and perceptions of the usefulness and importance of social studies.

Subjects liked best. When students in grade four were asked what subject they liked best, the most frequently cited content areas were mathematics (30%) and art (25%). Students in grade eight most often mentioned physical education (30%) as the subject they liked best, while social studies was the most frequently preferred subject among the eleventh graders (27%).

Subjects liked least. When asked which subject they liked least, the most frequently cited area across all three grade levels was mathematics (25%-35%). One-quarter of the students in grade eight also cited science as their least liked subject.

Preferred social studies topics. Students interviewed were asked which topic area covered in social studies during the past year they liked most. The most frequently mentioned topics among the fourth graders were those relating to other countries and cultures. Over half the students in grades eight and eleven cited learning about wars as the topic they liked most.

Amount of time spent learning about social studies. About three-quarters of the students in all three grades felt that "about the right amount of time" was being spent learning about social studies.

Amount of reading in social studies. When asked to compare the amount of reading they do in social studies to the amount of reading done in other classes, close to three-quarters of both eighth- and eleventh-grade students (69-72%) felt that the amount of reading in social studies was "about the same" or "somewhat greater than" that encountered in other classes. Similarly, when students in grade four were asked, "How much social studies reading do you have to do in your class," close to half (48%) indicated that they did "some reading," while just over a quarter (28%) of the students reported doing "a lot of reading," and about one-quarter (22%) indicated they had "not much reading."

Difficulty of reading in social studies. When comparing the difficulty of the reading found in social studies to that in other subjects, over half (53-60%) of the students in grades eight and eleven felt that the difficulty of the reading in social studies was "about the same as other classes." Two-thirds (66%) of the students in grade four, responding to a similar question, felt that the social studies book was at about the same level of difficulty as books encountered in other subjects.

Amount of writing in social studies. Students in grades eight and eleven were asked to compare the amount of writing they do in social studies to the amount they do in other classes. Over half of the students (59-65%) in both grades felt that the amount of writing they did in social studies was "about the same as other classes" or "somewhat greater than in other classes."

Student attitudes toward social studies. More than two-thirds of all students interviewed gave a positive response when asked how they felt, in general, about social studies this year. Other questions addressing attitudes toward social studies revealed the following:

- More than three-quarters of the eighth- and eleventh-grade students interviewed felt that what they learned in social studies would be useful to them in their life outside of school.
- On the questionnaire, close to half (40-45%) of eighth- and eleventh-grade students selected "social studies" when asked "In which class this year have you learned things which are most important to you as a human being?"

VII. APPRECIATION OF HOST NATION CULTURE

Introduction

The purpose of this chapter is to describe the results of the student questionnaires and interviews as they pertain to students' attitudes toward the host nation and students' integration into the host nation culture. Students were asked a series of questions about their:

- contact with host nation peers;
- involvement in host nation activities, and
- attitudes toward living in the host nation.

Contact with Host Nation Peers

When asked about friendships outside of the overseas school, students in eleventh grade (69%) were more likely to have friends outside of the overseas school than were eighth-graders (59%) or fourth-graders (50%). Close to half of the students in grades eight and eleven (40-46%) indicated on the questionnaire that they had more than three friends who were not attending the overseas school. Whether students understood this to mean host nation peers or American friends not attending an overseas school remains somewhat unclear, however.

The eleventh-grade students indicated that they were somewhat more comfortable meeting peers who were not attending the overseas school than were students in grade eight. While over half (57%) of the eleventh graders reported being "comfortable" or "very comfortable" when meeting students who were not attending the overseas school, this was the case for fewer than two-fifths (38%) of the eighth graders. However, close to half (42-47%) of the students at both levels reported that, during their stay in the host nation, they had become "a little more comfortable" or "much more comfortable" when meeting students their own age with whom they did not go to school. More than a quarter (29%) of the grade eight students and about one-fifth (19%) of the students in grade eleven indicated that they "rarely meet students who do not attend an oveseas school."

Interview data tended to reflect less social contact with host nation peers than did the questionnaire data. About two-fifths (36-41%) of all the students interviewed indicated that they did not get a chance to interact with host nation kids their own age. Furthermore, the interview results indicate that about half (50-52%) of the students in grades four and eight, and about a third (34%) of the eleventh-graders felt that the host nation kids were "very different" from themselves.

Involvement in Host Nation Activities

The vast majority of students in the sample reported having been involved in host nation activities away from the base, on the economy. Students in grades eight and eleven had somewhat more involvement in host nation activities than did fourth graders. The most frequently cited host nation activities across all three grade levels were attending a native festival or holiday activity (63-79%), attending a movie, play or concert (62-83%), visiting a museum (64-65%), and visiting an historic site (54-81%). About three-quarters (69-76%) of the eighth and eleventh-graders also reported having visited a host nation resort area. Tables 7.1 and 7.2 indicate the percentages of students participating in each of the activities listed on the student questionnaire. Interestingly, of the students interviewed, only about half (40-51%) felt that their friends "get out into the host nation community and get to know it."

Attitudes Toward Living in the Host Nation

Students were asked to choose from a series of statements the one that best described their feelings about living in the host nation. Most of the eighth- and eleventh-grade students (58-60%) indicated that they felt as though the host nation was their "home" or would "feel like home someday." However, about one-third (32-33%) indicated that they felt as though they were "living in a foreign country and wished they were home." The pattern of response among fourth-graders to a simplified version of this question was almost identical.

The student interviews presented a somewhat less negative picture of student attitude toward the host nation. Fewer than 10% admitted negative feelings about living in the host nation. There is some evidence that students were more open about this feeling on the questionnaire than in the interview setting. For example, about a third (32%) of the eleventh-graders and two-fifths (41%) of the eighth-graders felt that their friends at school did not like living in the host nation. This was not true, however, of fourth-graders: only 15% assessed their friends' feelings as negative.

TABLE 7.1

Student Involvement in Host Nation Activities Away From the Base: Grade 4.

Activities	% of students who have done this activity	% of students who did this as part of a field trip
Attended a movie, play or concert	61.5	11.4
Attended a holdiay celebration activity	63.3	8.3
Attended a professional sports activity	39.4	2.5
Visited a museum	63.7	28.9
Visited an historic site	54.2	18.5
Visited a local business or industry	43.0	13.4
Visited a local host nation school	36.3	6.3
Visited a resort area	50.3	0

TABLE 7.2

Student Involvement in Host Nation Activities Away from the Base: Grades 8 and 11.

Activities	% who did this alone or with family or friends		% who did this as part of a social studies field trip	
	Grade 8	Grade 11	Grade 8	Grade 11
Attended a movie, play, or concert	76.1	82.9	9.9	5.9
Attended a native festival, parade, or other holiday celebration activity	78.1	78.6	8.6	6.1
Attended a professional sports activity (not a sport activity associated with your school)	51.6	48.5	4.7	2.2
Visited a museum	64.4	64.7	27.9	21.4
Visited a local or national historic site	72.8	81.4	26.1	17.8
Visited a local business or industry	34.0	39.6	13.7	7.6
Visited a local school	31.8	34.9	13.3	10.2
Visited a branch office or an office of the local or national government	22.3	24.7	8.5	4.5
Visited a resort area in your host nation	69.4	75.8	17.6	5.6

Students were also asked how they thought their parents felt about living in the host nation. About half of the fourth graders and over two-thirds of the grade eight and eleven students felt that their fathers liked living in the host nation. Similarly, over half of the students in all three grades thought that their mothers liked living in the host nation.

Aspects of the host nation liked most and least. Students in all three grades were most likely to cite "going places" or "travelling in the host nation" (30-44%) or the fact that they like the *people* in the host nation (23-38%) when asked what they like *best* about the host nation. Students were somewhat more divergent in their *dislikes*, however. While the fourth and eighth graders were most likely to cite the climate and weather (23-28%) or "unfriendly people" (15%) as the aspects they liked *least*, the eleventh graders most disliked the lack of "things to do and places to go" (16%), "being away from relatives and friends" (15%), the "conditions in the country" (13%), or "not being able to get around" (12%).

VIII. CURRICULUM CONTENT

Introduction

This chapter discusses the general curriculum for social studies in Department of Defense Dependents Schools. Issues such as the textbooks used, the topics covered, and the relationship between the social studies curriculum and the host nation are presented separately for each of grades four, eight, and eleven.

Grade 4

Textbooks. The most commonly used fourth-grade textbook is Houghton-Mifflin's Windows on our World (approximately one-third of the teachers reported using it) followed by the Silver Burdett Social Studies Program (which is used in about one-fourth of the classes). Teachers, however, did not necessarily use those books as the core of their curriculum. Only about one-third (30%) of the teachers indicated on the questionnaire that they considered the textbook to be the most important resource for their students. Similarly, during the interviews, nearly two-thirds of the teachers said that they followed the content and organization of the textbook "minimally" or "not at all," and only about one-third said they covered all the units or chapters in the text. On the other hand, nearly two-thirds of the teachers said they do tend to use the lesson plans provided in the teacher's guide or sourcebook. Those who did not use them generally said either that they would prefer to make their own or that the plans in the guide were too detailed and time-consuming to be useful.

Amount of time devoted to social studies instruction. Fourth-grade teachers were asked to indicate how many minutes per week, on the average, they devoted to social studies instruction. Results indicated that about one-fifth (21%) of the teachers spent between 30 and 60 minutes on social studies instruction, about two-fifths (38%) spent between 60 and 90 minutes, and the remaining two-fifths (40%) spent more than 90 minutes per week on social studies instruction.

Topics covered in fourth-grade social studies. Teachers most often named "culture" or several specific cultures (e.g., India, the host nation, Africa, Navaho) when asked to name the major units or topic areas they had covered during the year. Other units frequently cited were "map skills" and topics relating to "man and the physical environment" (including climate, pollution, etc.). When asked which unit took the longest to complete, "Culture" (or one specific culture) was again named most frequently. Teachers gave very diverse responses, however, when asked which unit was "most important" in terms of the course's overall goals. Some thought all units were equally important, and many thought that learning about cultures and how people act in groups was most important. Others thought that learning about the environment was most important. Several named current events, Black history, learning about the host nation, or map skills and geography, as the most important topic.

About half of the teachers felt that there were topics which should be covered in fourth-grade social studies but are not. Topics most often cited were "U.S. History" and "Maps." Lack of material in the text and lack of time were given as the reasons for not covering these topics.

On the student questionnaire, fourth-grade students were asked to indicate which of 16 Social Studies topics their class had studied. Eight of the topics had been studied by 50% or more of the students: "Using maps and globes" (79%), "learning about how different groups of people live" (76%), "world problems" (69%), "pollution" (65%), "places to visit in your host nation" (64%), "the way of life of people in your host nation" (59%), "learning about jobs or careers you might choose when you grow up" (51%), and "the history of your host nation" (50%).

Students were also asked to indicate the three topics they liked most to learn about. No topics stood out as most favored. Each of the topics was selected by between 5% and 20% of the students.

Career education. Fourth-grade students were asked to indicate on the survey which of eight social studies related careers they had studied or talked about in class. The job of a social worker was indicated by approximately half of the students as having been studied or talked about in class, and the jobs of government official and archeologist were each indicated by more than one-third of the students. Jobs noted least often were economist and anthropologist.

Of the fourth-grade students who were interviewed, two-thirds said that they had discussed different kinds of jobs in class. When asked to give examples of the jobs they had discussed, however, none mentioned jobs related to social studies. When students were asked on the survey whether they would "like to spend more time in social studies class talking about careers," over half of the students responded "yes."

Social studies skill areas. Teachers were asked to indicate the extent to which they emphasized each of six skill areas at the fourth-grade level. The skill areas of "human relations" and "obtaining knowledge" were emphasized "to a large extent" by more than two-thirds of the teachers and "to some extent" by the other teachers. "Processing knowledge," "effective thinking" and "self-understanding" were emphasized "to a large extent" by about half of the teachers, with the others emphasizing those skill areas "to some extent." Participating in groups was emphasized less than the other skills, with only about one-fourth of the teachers emphasizing that skill area "to a large extent." Half of the teachers emphasized it "to some extent," and one-fourth of the teachers indicated that they give it little emphasis. When asked to identify the one skill area they emphasized MOST, nearly half of the teachers indicated "human relations" skills. The only other skill area emphasized MOST by more than 10% of the teachers was "obtaining knowledge."

Most important outcome. Teachers interviewed were asked to identify what, for them, was the most important outcome for their students as a result of studying social studies. Two-thirds of fourth-grade teachers saw as the most important outcome an increased awareness of oneself, one's own culture, and other cultures. Others saw as the most important outcome, "becoming a better person," and some saw "increasing skills" (such as map-reading or analytical skills) as the most important outcome.

Nature of host nation programs. When asked to describe the host nation programs in their schools, about half of the fourth-grade teachers interviewed indicated that the host nation program was very well organized, with regular periods of instruction provided by the host nation teacher. It was clear from the responses that the programs varied widely from school to school. In some schools, language was taught, but in many it was not. In some, the host nation teacher organized field trips or brought in speakers. Some programs were regarded as "excellent," while others were seen as "minimal," "unstimulating" or "a ticklish subject."

Goals of host nation programs. Most of the teachers thought that the goals of a host nation program should be to "help students understand the culture of the host nation." Several thought the program should attempt to "make students aware of what the host nation can offer them." Most teachers believed that the goals they named were, in fact, the goals of the program in their schools, and most thought that the program was accomplishing its goals, at least to some extent. Nearly all of the teachers interviewed thought that the host nation program was definitely an important aspect of student experience.

Teaching in host nation programs. Most of the fourth-grade teachers surveyed (88%) reported that a host nation teacher was scheduled to provide instruction in their classrooms at least once a week. In some classrooms, the host nation teacher was scheduled to provide instruction on a daily basis. In addition, a majority of classroom teachers reported spending at least some of their social studies instructional time on topics related to the host nation, with nearly one-fourth spending 10% or more of social studies instructional time on host nation topics.

Student perceptions of host nation programs. Fourth-grade students were also asked questions relating to the host nation program during the interview. Most said that they did talk about the host nation in their regular classes. They generally said that they had talked about "what it's like living here," or about "places to visit" in the host nation. Some said they had talked about the people or the history of the host nation.

Many said that they thought they learned "enough" about the host nation in their class, but others said they would like to learn more. Specifically, students said they would like to learn more about the host nation culture, about travelling to important sites, about the language, or about the history of the host nation. Four-fifths of the students said that no host nation people, other than the host nation teacher, came into their schools to tell about the host nation. The same number said that they had talked to their parents about the things they learn in school about the host nation.

Cooperative planning with host nation teacher. In all but a very few cases, teachers reported that there was a host nation teacher in the school. About half of the teachers reported that they had very little opportunity to plan with the host nation teacher, but, of those who did have the opportunity, most were able to plan with the host nation teacher at least once a week. More than half of the teachers said that they would like to do more cooperative planning with the host nation teacher. Fewer than one-fourth of the teachers considered the relationship between the host nation program and the social studies curriculum to be close.

Host nation resources. The resources and activities related to the host nation which were most likely to be provided for classroom teachers were "direct classroom instruction" and "field trips." "Guest speakers or visitors" were least likely to be provided.

Teacher suggestions for improving host nation programs. Many of the teachers made suggestions for improving the host nation program. Some said they would like to see the host nation teacher more involved in the school, and some thought that the host nation teacher should be better qualified. A number of teachers said they would like to see more language taught, and others thought that there should be more stress on culture, including music, poetry and dance. Some wanted to have the host nation teacher come to their classes every day. One teacher suggested that an American teacher who understands the host nation language and culture should work together with the host nation teacher to plan the host nation program.

Field trips. Nearly all of the fourth-grade teachers in the survey sample had taken their classes on at least one field trip. About half reported that their classes had taken one to three field trips over the course of the year. About one-third of the teachers reported that their classes had taken four to six field trips, and 10 percent had taken seven or more. About 30 percent of the teachers thought that field trips were "very important" in helping to meet social studies objectives, and nearly half (48%) thought field trips were "somewhat important in helping the students better understand the topics discussed in social studies class."

When teachers were interviewed, the vast majority said they had received help in planning and organizing field trips and felt that field trips were important or valuable to student learning. About one-third of the teachers said they would like more help in planning and organizing field trips. Most said they needed more specific information about sites to visit and the appropriateness of various sites to the age group. Some needed assistance in setting up field trips.

On the student survey, about two-thirds of the students reported that they had been on social studies field trips. One-third had been on one or two field trips, and one-third had gone on three or more field trips. Three-quarters of the students indicated that they enjoy going on social studies field trips, and most of those who had been on social studies field trips indicated that those trips had helped them better understand the topics that they had studied in social studies.

A higher proportion (85%) of the fourth-graders than of the eighth- and eleventh-graders who were interviewed said that they had gone on field trips. Museums and historical landmarks were commonly mentioned as places they had visited. Some had gone on school exchanges, to theatrical performances, to factories, or on "outings" (e.g. swimming, skiing, hiking). When asked which trip was their favorite, their answers were as diverse as the types of trips they had taken. Nearly all said that they had learned something on their favorite trip. When asked whether they thought school field trips were a good idea, all of the students said "yes."

Grade 8

Textbooks. About half (53%) of the eighth-grade teachers surveyed used Silver Burdett's Let Freedom Ring in their social studies classes, while more than one-third (37%) used Scott Foresman's America! America!. A majority of teachers (58%) indicated on the questionnaire that they considered the textbook to be the most important resource for their students. Similarly, when interviewed, most teachers said they followed the content and organization of the textbook "very closely" or "quite closely." Very few said they covered all of the units or chapters in the text, however. Most said they were unable to finish the book during the school year; thus, the last chapters were skipped.

Only about half of the teachers said they tended to use the lesson plans provided in the teacher's guide or sourcebook. Most of the others said that they preferred to make their own plans, and some pointed out that, after many years of teaching, their own files contained a better collection of activities and supplementary information than the guide could provide. In addition, a few said that they had no teacher's guide or that the plans provided were not appropriate for their students.

Topics covered in eighth-grade social studies. A majority of the teachers interviewed reported that they covered only American History topics in eighth-grade social studies, with an emphasis in most cases on the Colonial Period, the Revolutionary War, Pre-Colonial Exploration, and the Constitution.

The Constitution was cited by more teachers than any other topic as the topic which took the longest to complete. Similarly, when asked which unit was "most important" in terms of the teacher's overall goals for the course, the Constitution stood out as the topic most often mentioned. When asked whether there were any areas which should be covered during eighth-grade social studies but are not, twentieth-century history was most often cited. Of those who felt that they would not be covering some topics which should be covered, most named "time limitations" or "lack of material in the text" as the reasons.

On the student survey, eighth-grade students were asked to indicate how they felt about the amount of time spent in social studies class studying each of nine topics ranging from studying about the customs of people who live in the host nation to working with maps and globes or learning about the environment and pollution. No topics were cited by more than 6% of the students as having taken up "too much time." For each of the nine topics, 20% - 30% of the students felt that "too little time" had been spent. Topics cited most often as having received "no time at all" were "learning about careers," "studying about the host nation people," and "studying the geographical features of the host nation."

Students were also asked to rate six topics relating to government in terms of time spent studying them in social studies class. For every topic except "how to make voting decisions," a majority of students indicated that they had studied it "some" or "quite a lot." Topics most often studied were "how laws are passed," "how government officials are chosen," and "how citizens influence government actions."

Career education. Eighth-grade students were asked to indicate the amount of time they spent learning about the kinds of jobs available in seven different social science fields. Jobs available in history were studied most often, with over three-fourths of the students indicating that they had spent "some" or "quite a lot" of time learning about them. About half of the students had spent "some" or "quite a lot" of time learning about jobs in political science and economics. Fields which received the least attention were anthropology, psychology, and sociology.

When asked how much their social studies class discussions had helped them to better understand different careers, 23% responded that they had "helped a lot," 47% said they had "helped some," and 21% said they had "helped very little." The remaining students indicated that they "don't have class discussions." The students who had talked about careers in class were almost unanimous in saying that it had been useful to do so. Of those who had not discussed careers in class, more than three-quarters said they thought it would be useful to do so.

Social studies skill areas. Four of the six social studies skill areas listed on the survey were identified by a majority of eighth-grade teachers as skills that they emphasized "to a large extent." The skill area of "obtaining knowledge" was emphasized "to a large extent" by the largest proportion of teachers (85%), followed by the skill areas of "processing knowledge" (72%), "human relations" (60%) and "effective thinking" (55%). "Self-understanding" was emphasized "to a large extent" by a smaller proportion of teachers (44%). Participating in groups was the skill area least likely to be emphasized--one-fourth of the teachers indicated that they gave it little or no emphasis.

Teachers were very divided in their choices when asked to identify the skill area they emphasized MOST. "Self-understanding" was emphasized most by more teachers than any other skill area and "human relations" by the fewest. However, each of the skill areas was selected by 10% to 22% of the teachers as the area they emphasized most.

Students were asked to identify the amount of time spent learning about or developing various skills in social studies class. The skills most likely to be learned about were "reading social studies materials," "locating information," and "understanding the time relationship between historic events." Students were least likely to have spent time learning about "recording and summarizing information gained from a field trip or interview." "Understanding other people's feelings," "solving problems," "participating in groups," "communicating with others," and "interpreting pictures and graphs" were emphasized "sometimes" or "very often" in a majority of classes, according to the students.

Most important outcome. Eighth-grade teachers expressed a wide variety of opinions when asked what, to them, was the most important outcome for their students as a result of studying social studies. The largest number said that "to become a better citizen" was the most important outcome. Many also considered an increased understanding and appreciation of history and heritage to be most important. Others saw an increased awareness of current events or an increased awareness of oneself and one's own culture to be most important. Some saw the most important outcome as increased skills (such as study skills or critical thinking).

Nature of host nation programs. Teachers who were interviewed were asked to describe the host nation program in their schools. More than one-fourth of the teachers said there was no host nation program or that they did not know about it. However, most of those teachers said that some activities related to the host nation, such as student exchanges and field trips, were provided as part of the regular program. In schools which did have a host nation program, about half of the teachers said that their host nation programs were well-established and had positive things to say about them. The other half indicated that the programs at their schools were minimal or unsatisfactory, providing little or nothing for eighth-grade students.

Goals of host nation programs. Most of the teachers thought that the goals of a host nation program should be "to help students understand the culture, history and language of the host nation" or "to make students aware of what the host nation can offer them." Of the teachers in schools with a host nation program, about two-thirds thought that the goals they had named were, in fact, the goals of the program, and about the same number thought that the host nation program was accomplishing its goals. Three-fourths of the teachers surveyed said they consider the host nation program to be an important aspect of the student experience.

Teaching in host nation programs. About half of the eighth-grade teachers in the survey sample reported that there is no host nation teacher in their schools. Of those who did have host nation teachers, most indicated that the host nation teacher was scheduled to provide instruction to students in their classrooms less than once a month. Half of the teachers spent 5% or less of total social studies instructional time per week on topics related to the host nation, and about a third of them spent from 5% to 10% on topics related to the host nation.

Student perceptions of host nation programs. Half of the students interviewed said they did talk about the host nation in their social studies classes, and some mentioned that their teachers commonly mentioned connections between the host nation and the U.S. as they discussed U.S. history. Topics most often talked about in class in connection with the host nation were wars and governmental systems. Some classes also discussed "what it's like living here" or current events.

About half of the students said they thought they learned "enough" about the host nation. However many said there were things they would like to learn more about. Most commonly, students said they would like to know more about the history and culture of the host nation people. Some said they would like more opportunity to travel and learn about famous sites. Only about one-fifth of the students said that host nation people ever came into their schools to tell them about the host nation. About half of the eighth-graders said that they talked to their parents about the things they learned in school about the host nation.

Cooperative planning with host nation teachers. About 60% of those interviewed reported that there was a host nation teacher in the school. Of those, only about 20% had a chance to plan with the host nation teacher as often as once a month, and about half said they "did not know" whether they would like to do more cooperative planning with the host nation teacher. A majority of teachers said that there was little or no relationship between the host nation program and the social studies curriculum.

Host nation resources. The resources and activities related to the host nation which were most likely to be provided to classroom teachers were field trips and reading materials. These were provided, at least "to a little extent," to 60% of the teachers.

Teacher suggestions for improving host nation programs. Teachers made the following types of suggestions for improving the host nation program:

- "More funds."
- "More materials."
- "Get kids into the community."
- "Get one started!"
- "Meet with other teachers to plan cooperatively."

Field trips. Of the eighth-grade teachers in the survey sample, about two-thirds reported that they had not gone on any field trips with their classes. Nevertheless, more than half indicated that they thought field trips were somewhat or very important in helping to meet social studies objectives, and two-thirds thought field trips were somewhat or very important in helping students better understand the topics discussed in social studies.

Of the teachers interviewed, about two-thirds had not taken field trips with their classes, but those who had taken trips had received help, generally from the host nation teacher, in planning and organizing the trips. Some said they would like more help in planning and organizing field trips--especially more time for planning and arrangements for substitutes to cover other classes. Almost all of the teachers said they felt that field trips are important or valuable to student learning.

On the student survey, nearly 80% of the eighth-grade students said they had not gone on any field trips during the year, and of those who had, most had gone on only one or two. Not surprisingly, nearly all of the students indicated that the number of field trips they had been on was "not enough." Of those who had gone on social studies field trips, most indicated that the trips had been "very interesting" or "somewhat interesting." Similarly, most of those who had gone on field trips thought the trips were "very useful" or "somewhat useful" in helping them to better understand the topics discussed in social studies class and in helping them to better understand the customs and life styles of the people who live in the host nation.

In contrast to those in the survey sample, almost half of the students interviewed said that they had been on field trips during the year, generally to museums or historic landmarks. When asked to name their favorite trip, their answers varied widely. Most of the students said that they had learned something on their favorite (or only) field trip, and all said they thought field trips were a good idea.

Grade 11

Textbooks. Each of the three eleventh-grade textbooks listed on the survey--The People Make a Nation (Allyn and Bacon), A New History of the United States (Holt Rinehart & Winston), and The American Dream (Scott Foresman)--was used by approximately 20% of the teachers surveyed. However, half of the teachers (51%) indicated that they were using other textbooks in addition to or instead of the textbooks listed. When teachers were interviewed, proportions citing the three recommended textbooks were somewhat smaller. Laidlaw's U.S. History for High School Students was used by more of the teachers than any other text.

Half of the teachers (51%) indicated on the questionnaire that they considered the textbook to be the most important resource for their students. However, when interviewed, a number of teachers expressed dissatisfaction with the recommended textbooks and a preference for the older Laidlaw text. Half of the teachers said they followed the content and organization of the textbook "minimally" or "not at all," and only about one-third covered all of the units or chapters in the text. A majority said they did not tend to use the lesson plans provided in the teacher's guide or sourcebook. Many said that was because they simply preferred to make their own, although others said that they had no teacher's guide or that the material in the guide was inappropriate.

Topics covered in eleventh-grade social studies. The major subject area for eleventh-grade social studies is U.S. History. Teachers interviewed had covered a large number of U.S. History topics ranging from pre-Columbus to the Vietnam War. The Civil War and Slavery, World Wars I and II, and the Depression were covered by more teachers than any other topics.

"Civil War and Reconstruction" was cited most often as the topic which took the longest to complete. However, when asked which topic was "most important" in terms of the course's overall goals, the Constitution and the Civil War were the most, and about equally, important. When asked whether any topics which should be covered in U.S. History would not be covered, a number of teachers mentioned twentieth-century history. They cited time limitations and lack of material as the reasons for not covering that topic.

Eleventh-grade students' responses were very similar to those of the eighth-grade students when asked about the amount of social studies class time spent on nine topics listed on the survey. Responses were distributed fairly evenly among all topics, with very few students indicating that "too much time" had been spent on any area and 20% to 30% indicating that "too little time" had been spent on each. The topics cited most often as having received "no time at all" were "learning about careers," "studying about the people and geography of the host nation," and "learning about the environment and pollution."

Five out of six topics related to government or politics which appeared on the survey had been studied "quite a lot" or "some" by at least fifty percent the eleventh-grade classes. Topics studied most often were "global problems," "how citizens influence government actions," and "how government officials are chosen." "How to make voting decisions" was studied least often.

Courses offered. Eleventh-grade students interviewed were asked to indicate the courses they had taken in Grades 9, 10 and 11. More U.S.

History courses were taken than any other subject--generally in Grade 11, although some students took U.S. History courses in Grades 9 and 10 as well. Most students had studied World History (or some aspect of World History, such as European History or Ancient History) either in ninth or tenth grade. A smaller proportion of students had taken World Regions or geography courses. Civics, current affairs, international relations, sociology, psychology and anthropology courses had been taken by some students interviewed. Two had taken a course in economics.

U.S. History was the course most students said they liked best, followed by World History and World Regions or Geography. Reasons most often cited for liking a course best were, "The subject is interesting" or "I learned a lot." Some of students said they had liked the course best because of a good teacher or because of the teaching method.

Very few students could think of any courses not offered that they would like to take or any courses offered that they thought should be dropped.

Career education. When asked to indicate the amount of time they had spent learning about the kinds of jobs available in seven fields related to social studies, over two-thirds of the eleventh-grade students indicated that they had spent "some" or "a lot" of time learning about jobs in the field of history. In addition, about half of the students had spent at least "some" time learning about jobs in political science and in economics. Careers in the fields of anthropology, psychology, sociology and geography had received little or no attention in the majority of cases.

When asked how much their social studies class discussions had helped them to better understand different careers, 17% said they had "helped a lot," 41% said they had "helped some," and 31% said they had "helped very little." The remaining students indicated that they "don't have class discussions."

Only about one-fourth of the eleventh-graders interviewed said that they had talked about careers or occupations in their social studies classes. Of those, only about one-third mentioned careers related to social studies when asked to give examples of the occupations they had discussed. Nearly all of the students who had talked about careers in class said it had been useful to do so, and more than two-thirds of those who had not discussed careers in class said they thought it would be useful to do so.

Social studies skill areas. "Obtaining knowledge," "processing knowledge," "effective thinking" and "human relations" were the social studies skill areas which a majority of eleventh-grade teachers indicated that they emphasized "to a large extent." "Participating in groups" and "self-understanding" were emphasized far less often.

When asked to identify the one skill area emphasized MOST, nearly a third of the teachers selected "obtaining knowledge" and one-fifth selected "human relations." Students were asked to indicate the amount of social studies class time spent learning about or developing various skills. Students learned about "reading social studies materials" and "understanding the time relationship between historic events" "very often" or "sometimes" in all but a small percentage of cases. At the other end of the scale, a large majority of students indicated that they "rarely" or "never" spent time learning about "recording and summarizing information gained from a field trip or interview."

Most important outcome. When asked what, for them, was the most important outcome for their students as a result of studying social studies, the eleventh-grade teachers most often responded that an increased understanding and appreciation of history and heritage was most important for students. A number of other teachers cited (a) "increasing skills" (such as study skills or analytical thinking), (b) "becoming a better citizen," and (c) "increased awareness of oneself, one's own culture, and other cultures" as the most important outcome. A few thought "increased awareness of current events" was most important.

Nature of host nation programs. When asked to describe the host nation program in their schools, more than half of the teachers interviewed said that there was no host nation program or that they did not know about it. Of those, about half said that there were some activities related to the host nation which were provided as part of the regular program, however. Of the teachers in schools which *did* have a host nation program, about half described their programs as "*good*" ones (for example, "helpful in planning field trips and exchanges," "good teachers.") Others described their programs as minimal ("weak," "too passive," "a waste of money").

Goals of host nation programs. When asked what a host nation program should attempt to accomplish, most teachers said it should involve "community awareness," "intercultural activities," or "learning the history, customs and language of the host nation." Some felt that they, as teachers, should be kept better informed about the host nation program and community events. Of the teachers who did have a host nation program in the school, most thought that the school's program was accomplishing its goals, although in some cases those goals differed from what the teacher thought they should be. Most of the teachers interviewed considered the host nation program an important part of student experience.

Teaching in host nation programs. More than half of the teachers in the survey sample reported that there was no host nation teacher in the school, and most of the others said that the host nation teacher was scheduled to provide instruction to students in their classrooms less than once a month. (Very few had an opportunity to plan with the host nation teacher more than once a month.) Eleventh-grade teachers were more likely than eighth- or fourth-grade teachers to have spent less than five percent of total social studies instructional time on topics related to the host nation. On the other hand, one-fifth of the teachers reported that they had spent 10% or more of total instructional time per week on topics related to the host nation.

Student perceptions of host nation programs. When interviewed, two-thirds of the eleventh-grade students said that they had talked about the host nation in their social studies classes, generally when discussing current events or wars. Some also said they had talked about the history of the host nation, making connections and comparisons to U.S. history.

Only one-third of the students said they thought that they had learned "enough" about the host nation in their class, however. Many said they would like to learn more about the culture or the history of the host nation. Others said they would like to travel more, to learn more about the language, or to learn more about the government of the host nation. Only about one-third of the students said that host nation people had come into their schools to tell about the host nation. About half said that they sometimes talked to their parents about what they learned in school about the host nation.

Cooperative planning with host nation teachers. About half of the eleventh-grade teachers interviewed said there was a host nation teacher in the school, although some indicated that the host nation teacher taught language only. Very few teachers said they were able to do much cooperative planning with the host nation teacher, although more than half said they would like to. Few teachers thought that there was a significant relationship between the host nation program and the social studies curriculum.

Host nation resources. In a majority of cases, teachers were provided with few resources or activities related to the host nation. However, all but about 10% of the teachers said that "hands-on" or manipulative materials were provided , at least "to a little extent." Reading materials, guest speakers or visitors, and field trips were provided for about half of the classroom teachers.

Teacher suggestions for improving host nation programs. Suggestions for improving the host nation program included:

- "Get a full-time host nation teacher."
- "Incorporate the host nation activities into the social studies program."
- "Get a host nation program started."
- "Encourage more involvement in the community."

Field trips. A majority of the teachers surveyed (70%) reported that their classes had taken no field trips during the year. However, just over half of the teachers thought that field trips were somewhat or very useful in helping to meet social studies objectives and in helping students to better understand the topics discussed in social studies class.

Of the teachers interviewed, those who had taken field trips generally said that they had received some help in planning and organizing them. Only a small proportion felt they do not get the help they need or want in planning and organizing field trips. Those who said they would like more assistance generally cited the need for substitutes to cover other classes, for people to help supervise the students on the trips, and for better transportation. Nearly all of the teachers were of the opinion that field trips are important or valuable to student learning.

Only about 10% of the students in the sample indicated on the questionnaire that they had gone on social studies field trips during the year. Not surprisingly, most students indicated on the questionnaire that the number of field trips they had gone on was "not enough." Students who had been on field trips found them "very useful" or "somewhat useful" in helping them to better understand the topics discussed in social studies class and, especially, in helping them to better understand the customs and life styles of the people who live in the host nation.

A somewhat larger proportion of the students interviewed said they had gone on field trips. The types of trips they had taken varied widely--from visiting museums, factories, and churches, to taking a class trip to a lake. A large majority of the students said that they thought school field trips were, in general, a good idea; but a few thought they were not a good idea, and others said "it depends," or "some are worthwhile, others are not."

IX. CURRICULUM DESIGN AND DEVELOPMENT

Introduction

The Comprehensive Social Studies Evaluation addressed the following issues regarding curriculum design and development:

- To what extent are teachers receiving curriculum supervision and guidance in the instruction of social studies?
- To what extent are teachers and students involved in curriculum review and development activities?

This chapter reports teacher and student responses to survey and interview questions related to those issues. Results are reported separately for each of grades 4, 8, and 11.

Grade 4

Teacher perceptions of DoDDS goals and objectives. While fewer than 20% of the fourth-grade teachers in the survey indicated that they were "very familiar" with the social studies goals and objectives provided by DoDDS, more than two-thirds of the teachers indicated that they had at least some awareness of them. About 20% of the teachers thought that the DoDDS social studies goals and objectives were consistent with their own classroom goals and objectives "to a large extent," and two-thirds thought they were consistent "to some extent." When asked to rate the match between DoDDS social studies goals and objectives and their own ideas about what should be included as part of the social studies curriculum, very few teachers rated the match as "excellent" and very few said that there was "no match at all." Teachers were clustered in the middle range with about one-third picking each of the following alternatives: (1) "Quite good: there is substantial agreement," (2) "Adequate: there are differences but they are not major," and (3) "Inadequate: I find the DoDDS goals and objectives of limited value." When asked to indicate how much of what they as social studies teachers thought should be covered in a social studies course was included in the DoDDS social studies goals and objectives, nearly one-fifth of the teachers responded that 75 to 100% of what should be covered was included, and more than one-third thought that 50 to 75% of what should be covered was included.

Use of DoDDS goals and objectives. A majority of the teachers used DoDDS social studies goals and objectives "to some extent" or "to a large extent" in planning daily lessons, in choosing major learning activities for the class, and in selecting specific learning objectives. The match between DoDDS social studies objectives and the text book(s) they used was described as "good" by about one-third (31%) of the teachers and as "excellent" by 6%.

When teachers were interviewed, all but about 20% said that DoDDS goals and objectives were generally available in the school. About half said that "all" or "a great deal" of what they teach in their social studies classes is related to what DoDDS suggests through its goals and objectives.

Direction of the social studies program. Teachers who were interviewed were asked, "How do you decide what to teach and when to teach it in your social studies class?" About one-third of the teachers said they generally followed the textbook sequence. Others said they went by personal choice or past experience, student interests or needs, current events, or the calendar. Half of the fourth-grade teachers interviewed said that no one other than the individual classroom teachers themselves provided "overall direction" for the social studies program in the school. In about 10% of the cases, a teacher committee provided overall direction. When asked whether they received any direction from the regional office, two-thirds of the teachers said they did not. Those who did receive direction from the regional office cited "curriculum guides," "visits by the coordinator" and "newsletters." Fewer than one-fifth of the teachers said they received any direction from the office in Washington. Those who did most often cited "curriculum guides."

When asked, "How much involvement or voice do you have in establishing the curriculum, two-fifths said that they had "total say" over what they taught or "quite a bit." About one-third said they had "little or no" involvement or that they were "not sure." The remaining teachers said they had some voice in terms of access to a curriculum committee. Two-thirds of the teachers thought they had "enough involvement" in establishing the curriculum. When asked how much choice they had in what they teach in their own classrooms, most of the teachers said they had "total control" in determining all, or most, of what was taught. Virtually all teachers said that they have "enough choice" in what they teach.

Sequence and scope across grades. When asked "To what extent is the social studies curriculum planned to fit within a sequence and scope across grades in the school?", the teachers who were interviewed gave a wide variety of responses. While more than two-fifths thought it was planned "to a great extent" or "to some extent" to fit within a sequence and scope across grades, a quarter of the teachers said it was "to a small extent" or "not at all" (30% said they "didn't know").

Cooperative planning with other teachers. About two-fifths of the teachers said they had a chance to do cooperative planning for social studies with other fourth-grade teachers, and one-quarter said they had the chance, but did not, do cooperative planning. Very few teachers had an opportunity to do cooperative planning for social studies with teachers of other grades. The majority of teachers who reported having a chance to plan cooperatively said that planning was done during release time.

Teacher involvement in curriculum development. Only about one-quarter of the fourth-grade teachers interviewed said that they had been involved in the selection of the textbook series or materials for social studies. Of those, most said that the selection had been made by teachers (or a teacher committee) voting after a brief review of several texts. Of those teachers who had not participated in the selection, half did not know how the selection had been made.

Student participation in curriculum development. Teachers were asked on the survey to indicate how often students asked for specific topics to be discussed in social studies class and how often students made suggestions about books, newspapers, magazines, or other resource materials. About half of the fourth-grade teachers reported that this occurred never or rarely ("less than once a month"), one-fourth indicated that their students did so at least once a month, and the others reported "at least once a week."

Participation of parents and community members in curriculum development. When interviewed, teachers were asked whether they were ever able to involve parents or other community members in planning for their social studies classes. Many of them said that parents and community members came in to give talks or to chaperone field trips, but that they were not involved in planning the curriculum. A few said that parents were involved as members of a curriculum committee.

Grade 8

Teacher perceptions of DoDDS goals and objectives. About a third of the eighth-grade teachers indicated that they were "very familiar" with the social studies goals and objectives provided by DoDDS, and all but one-fifth had at least some awareness of them. Nearly all of the teachers who were familiar with them reported that the DoDDS social studies goals and objectives were consistent with their own classroom goals and objectives "to some extent" (57%) or "to a large extent" (39%). When asked to rate the match between DoDDS social studies goals and objectives and their own ideas about what should be included as part of the social studies curriculum, about half said the match was "quite good" and about half said the match was "adequate." One-third of the teachers thought that DoDDS social studies goals and objectives included 75 to 100% of what should be covered in a social studies course. Nearly half thought 50 to 75% of what should be covered was included.

Use of DoDDS goals and objectives. Teachers were most likely to use DoDDS social studies goals and objectives, at least to some extent, in the following activities: choosing major learning activities for the class, selecting specific learning objectives, planning daily lessons, and evaluating student achievement. Half of the teachers described the match between the DoDDS social studies objectives and the textbook(s) they used as "good" or "excellent."

Of the teachers interviewed, all but about 20% said that DoDDS social studies goals and objectives were generally available. About one-fourth of the teachers said that "most" of what they teach is related to what DoDDS suggests through its goals and objectives, and half said that "some" of what they teach is.

Direction of the social studies program. A majority of the eighth-grade teachers interviewed used the textbook sequence as their guide in determining "what to teach and when to teach it." Others based their decisions on personal choice, past experience or student interests, ability or needs. Two-thirds of the teachers said that the individual teachers themselves provided "overall direction" for the social studies program in their schools. About half of the teachers said they received some direction from the regional office. Of those, most mentioned visits by the coordinator, curriculum guides or newsletters and written material. Very few felt that they received any direction from the office in Washington.

When asked how much involvement or voice they had in establishing the curriculum, about half of the teachers said they had "total say" or "quite a bit" of involvement. Another one-fifth said they had "adequate" involvement. Only about one-fourth of the teachers felt that they did not have enough involvement in establishing the curriculum, and, although some indicated that there are "some constraints," all said that they have "enough choice" in what they teach in their own social studies classes.

Sequence and scope across grades. About half of the eighth-grade teachers interviewed thought that the social studies curriculum was planned to fit within a sequence and scope across grades in the school, while two-fifths said it was not planned to fit a sequence and scope or that it was, but only to a small extent. Just over half of the teachers said they had the opportunity to plan with other eighth-grade teachers, and one-third were able to plan cooperatively with social studies teachers in other grades. About half of those who did cooperative planning did so in "informal meetings," and most of the others planned cooperatively during "prep periods."

Teacher involvement in curriculum development. Of the eighth-grade teachers interviewed, one-third said that they had been involved in the selection of the textbook series. Half of those who had been involved indicated that the selection had been made by the individual teacher choosing from several available texts. Others said that the textbook was selected by majority rule, with teachers or a teacher committee voting on the available texts. Most of the teachers who had not participated in the selection indicated that they did not know how the selection was made.

Student participation in curriculum development. Eighth-grade teachers indicated on the survey that their students asked for specific topics to be discussed in class at least once a week in nearly 30% of the cases. On the other hand, nearly 40% reported that their students did so less than once a month. Teachers indicated that students made suggestions about books, newspapers, magazines, or other resource materials rarely or never in one-third of the cases, at least once a month in over one-third, and at least once a week in about one-fourth of the cases. The majority of teachers (82%) indicated that they used student suggestions as to what they would like to do during social studies class less than once week, with more than one-third of the teachers using student suggestions "never" or "less than once a month."

Student response on the questionnaire indicated that about two-fifths (41%) of the students never made suggestions to the teacher about activities they would like to do in social studies class. Almost half of the students (47%) said they never made suggestions about materials for use in class.

Participation of parents and community members in curriculum development. Although many of the teachers interviewed said they could involve parents or other community members in planning for their social studies classes, most said they did not involve them. Some said that they had tried to involve parents, but that parents did not want to spend the time, and one felt that parents' backgrounds were too limited to be involved in curriculum development. Parents and community members were involved by teachers as resource people, however.

Grade 11

Teacher perceptions of DoDDS goals and objectives. More than 40% of the eleventh-grade teachers indicated that they were "very familiar" with the social studies goals and objectives provided by DoDDS. Another 40% indicated that they had "some awareness" of them. More than half of the teachers found the DoDDS social studies goals and objectives to be consistent with their own classroom goals and objectives, and about 40% found them consistent "to a large extent." Most of the teachers rated the match between their own ideas about what should be included as part of the social studies curriculum and DoDDS goals and objectives as "quite good" or "adequate." Half of the teachers thought that the DoDDS goals and objectives included 50 to 75% of what should be covered in a social studies course. About 20% thought that 75 to 100% of what should be covered was included.

Use of DoDDS goals and objectives. Teachers were most likely to use DoDDS social studies goals and objectives in choosing the major learning activities for class, in selecting specific learning objectives, and in evaluating student achievement. About one-third (35%) of the teachers described the match between the DoDDS goals and objectives and the textbook(s) they used as "good."

As with the fourth- and eighth-grade teachers, about 80% of the eleventh-grade teachers interviewed indicated that DoDDS social studies goals and objectives were generally available. About half of those indicated that "very much" or "most" of what they teach in class is related to what DoDDS suggests through its goals and objectives.

Direction of the social studies program. Eleventh-grade teachers tended to be guided by personal choice and past experience, the chronology of historical events, or the textbook sequence in determining what to teach and when to teach it in their social studies classes. "Overall direction" for the social studies program in the schools was provided by teacher committees in about 40% of the cases, by the individual teachers in about 25%, and by the department chairperson in about 15%. Nearly 60% of the teachers said they received no direction from the regional office. Those who did receive direction indicated that direction generally took the form of visits by the coordinator or curriculum guides. Very few teachers said that they received any direction from the office in Washington.

When asked how much involvement or voice they had in establishing the curriculum, three-quarters of the teachers said they had "total say" or "quite a bit" of involvement. Two-thirds said they had "enough" involvement in establishing the curriculum. Nearly all of the teachers felt that they have enough choice in what they teach in their own social studies.

Sequence and scope across grades. The majority of eleventh-grade teachers who were interviewed indicated that the social studies curriculum was designed to fit within a sequence and scope across grades "to some extent" or "to a great extent." Only about one-fourth of the teachers said it was not. Half of the teachers reported that they do get a chance to do cooperative planning with other eleventh-grade teachers, and nearly as many were able to plan cooperatively with social studies teachers of other grades, as well.

Teacher involvement in curriculum development. Three-quarters of the eleventh-grade teachers interviewed said that they had not been involved in the selection of the textbook series or materials for their U.S. history course. Of those who had, some said that the selection was made by majority rule after the teachers (or a teacher committee) had voted, some said that each teacher chose from several available texts, and others said that they had "made recommendations" only, not the final decision. Of the teachers who had not participated in the selecton, most were not sure how the selection had been made.

Student participation in curriculum development. On the questionnaire, 38% of the teachers indicated that students asked for specific topics to be discussed in social studies class at least once a week. About the same number (37%) indicated that their students did so less than once a month or never. Roughly the same results were found regarding the frequency of student suggestions about books, newspapers, magazines, or other resource materials to use in class. About 40% of the teachers said they used student suggestions as to what they would like to do during social studies class at least once a month and about the same proportion did so less than once a month or never.

More than two-fifths (43%) of the students indicated on the questionnaire that they never made suggestions to their social studies teacher about activities they would like to do in class. Similarly, close to half (47%) of the students said they never made suggestions about materials to use in class.

Participation of parents and community members in curriculum development. Not many of the eleventh-grade teachers who were interviewed said that they had involved parents or community members in planning for social studies classes. Only a few mentioned that parents were involved in curriculum committees or that parents have an opportunity at parent conferences and open houses to comment on curriculum. Some teachers said they use parents and community members as resources or as guest speakers, however.

X. INSTRUCTIONAL METHODS AND MATERIALS

Introduction

Both teachers and students were asked a series of questions about the instructional methods and materials employed in DoDDS social studies classes. In addition, teachers were asked about the procedures they use for evaluating student performance in social studies. The questionnaires and interviews addressed the following questions:

- What is the range of instructional methods employed, and with what frequency are they used?
- To what extent are instructional materials used in the classroom, and how adequate are the supplies of these materials?
- What procedures are used in evaluating student performance?

Grade 4

Instructional methodology. Fourth-grade teachers responded to a series of questions regarding the instructional techniques they employed and the extent to which they used those instructional methods. Similarly, students were asked about their perceptions of the instructional methods utilized in their classes.

Most frequently used instructional techniques. The most frequently used instructional technique among fourth-grade teachers was discussion involving the whole class. Over half (57%) indicated that they used this technique "just about daily" and another third (35%) reported having class discussions "at least once a week." Also used fairly frequently by fourth-grade teachers were the lecture format, small group discussions, and individual assignments both in class and at home.

Teachers' responses to the interview questions largely confirm the questionnaire results, with "discussion" cited as the most frequently used instructional technique. When asked during the interviews what other teaching strategies they employed, the most commonly mentioned strategies were the use of audiovisual aids, and small group projects.

Least frequently used instructional techniques. Most of the fourth-grade teachers indicated that they *never* used computer assisted instruction (92%), televised instruction (85%), programmed instruction (68%) or contracts (67%). Guest speakers, field trips, simulations, and student work at the chalk board were all used infrequently.

Successful and unsuccessful class activities. When asked to give an example of an activity in class that was particularly successful, teachers most often cited activities that were geography-related projects and cultural actitivies. Some examples of these successful activities included:

- Role-playing Columbus landing in America with students playing various roles, followed by a writing assignment in connection with the exercise,
- a slide presentation on the aborigines of Australia, and
- a mock presidential election with debates, discussion of issues and discussion of the election outcome.

Teacher responses to questions about unsuccessful projects were quite diverse. The success or failure of an activity was seen to be a function of the level of student interest and participation, the teacher's interest and participation, and the amount of teacher preparation for the activity. The materials used in the activity were also seen to have an impact on its success.

Student perceptions of instructional methodology. Student responses during the interviews reflect a similar view of the instructional techniques used in fourth-grade classrooms. While a number of fourth-graders reported that class discussion and lectures occurred in their classes, a substantial number of fourth-graders also indicated that "reading" and "desk work" were common in their classes. When asked about their favorite day in social studies, most of the students said that they liked social studies in general or that nothing special stood out. However, some of the favorite activities cited were working with maps, and drawing pictures that had to do with pollution. When students were asked whether they would teach social studies differently if they were the teacher, about a quarter of the students indicated that they would teach differently. The following are examples of their suggestions:

- "We haven't used the book that much, and I'd use it more."

- "Show more films and talk about it more."
- "Instead of talking, do big projects."
- "I'd make the students read, then answer questions about what they read."

Teacher/student interaction. When asked who does most of the talking in class, half (50%) of the fourth-grade students felt that the teacher talks more often than the students, one quarter (24%) felt that the students talk more often than the teacher, and the remaining quarter (24%) said that the teacher and the students talk about the same amount of time. When asked how often they asked their teacher questions in social studies class, more than a third (36%) of the fourth-graders indicated that they "hardly ever" asked the teacher questions, while about half (49%) of the students said they "sometimes" asked the teacher questions. About two-fifths (41%) of the students indicated that very few of the other students ask questions in class, and another two-fifths (38%) said that only "some" of the other students ask questions in class.

Instructional materials. Teachers were asked to rate the frequency with which they used eighteen supplementary teaching materials. For those materials they did not use, teachers were asked to indicate whether they were "not needed" or "needed but not available." The students were asked to indicate whether they did or did not use seven separate teaching materials.

Most frequently used supplementary materials. Virtually all (95%) of the fourth-grade teachers interviewed indicated that they used some other text or material to supplement the basic text. The questionnaire results indicate that the most fequently used teaching materials among the fourth-grade teachers were maps, charts or globes, and newspapers. Close to two-thirds (62%) of the teachers used maps, charts or globes at least once a week, and another quarter (23%) used these materials at least once a month. Newspapers were used quite often as well, with more than two-fifths (41%) of the grade four teachers using newspapers at least once a week, and a quarter (25%) of the teachers using newspapers as an instructional aid at least once a month. Also used fairly frequently within fourth-grade classrooms were magazines, photographs or posters, paperbacks, reference books and films or filmstrips.

Least frequently used supplementary materials. The supplementary materials used least often in grade four were film loops, videotape equipment and television. (More than two-fifths (43%-45%) of the teachers felt that television and videotape equipment were "not needed" for class use. A sizable number of teachers (33%-36%) felt that television, videotape equipment and learning kits were "needed but not available." About a quarter (25%-27%) of the teachers also felt that artifacts or models, slides, and film loops were necessary but unavailable.

Student reactions to supplementary materials. While more than two-thirds (67%-87%) of the fourth-grade students reported using records or tapes (67%), films or filmstrips (82%) and maps or globes (87%) in their social studies class, more than two-thirds (69%-82%) reported that they did not use study cards, job cards or lesson cards (69%), individual study packets (72%) or television (82%) in social studies class. When asked which, of the seven materials evaluated, they liked to use most, films or filmstrips (66%) and records or tapes (53%) were most often cited.

Adequacy of supplementary materials. Roughly half (53%) of the teachers indicated that their supply of supplementary materials was either "adequate" or "fully adequate" for students with special instructional needs; the other half (45%) rated supply as "inadequate" or "very inadequate." About two-thirds (65%-67%) of the teachers felt that their supply of supplementary materials was either "inadequate" or "very inadequate" for students for whom English was not the native language and for students whose reading ability was below grade level. Similarly, two-fifths (40%) of the teachers felt that their supply of materials was "inadequate" or "very inadequate" for use with students of very high ability.

About half (53%) of the fourth-grade teachers reported that their supplementary materials were most often supplied by DoDDS. However, close to a fifth (17%) of the teachers said they most often acquire supplementary materials using personal funds.

Library Use. Both teachers and students rated the library in terms of frequency of use and adequacy of library materials. About half (49%) of the teachers in grade four said that they require their students to use the school library for social studies work at least once a month, and a quarter (26%) said that they require its use for this purpose less than once a month. Close to three-quarters (70%) of the teachers at this level found the library resources to be "adequate" or "fully adequate" for their social studies needs.

More than two-fifths (43%) of the students made no use of the library for social studies. About half (55%) of the students reported that they use the library for social studies "sometimes" or "quite often."

Evaluation of student performance. Teachers in Grade 4 were asked to indicate what factors were used in evaluating their students' performance in social studies and the amount that those factors contributed to the final evaluation.

As a whole, teachers in fourth grade gave the most consideration to achievement on their own teacher-made tests, and achievement on special class projects, papers, reports, etc., in evaluating student performance. On the average, these measures were said to contribute about 25% to the final grade. Achievement on standardized achievement tests, and participation in class discussion accounted for just over 20% of the final evaluation. Homework assignments and attendance in class accounted for less than 20% of the students' grades at the fourth-grade level.

When teachers were asked during the interviews what the most important considerations were in the evaluation of students, the most common responses centered on "mastery of the material," "student effort," and the student's "ability or potential." Interview response questions about the types of tests and measures used in evaluation indicate that while about two-thirds of the teachers used some form of test they had constructed themselves, about a third used measures included with the text. About half the fourth-grade teachers indicated that they use the same approach to grading in social studies as they do in other subjects.

Grade 8

Most frequently used instructional techniques. The most frequently used instructional techniques among the eighth-grade teachers were lecture and class discussion. Close to three-quarters (71%) of the teachers indicated that they lectured "at least once a week" and an additional 13% said they lectured just about daily. About two-fifths (42%) of the teachers used class discussions just about daily and about half (47%) used this technique at least once a week. Also used frequently were "individual assignments at home" and "tests or quizzes."

Teacher responses during interviews are consistent for the most part with questionnaire data on instructional modes. "Class discussions" were cited most often; "lecture" formats were also popular. Many cited "audio-visual aids" as an additional strategy.

Least frequently used instructional techniques. More than half the teachers in grade eight had never used computer-assisted instruction (94%), televised instruction (78%), programmed instruction (71%), contracts (60%) or field trips (53%) in their classes. Guest speakers, simulations, and student work at the chalkboard were also used infrequently.

Successful and unsuccessful class activities. When asked to give an example of a class activity that was particularly successful, social studies related games, role-play, and specific discussions were most often cited. Examples of successful activities included:

- a simulation of the congressional process with students acting as senators and representatives discussing legislation;
- a discussion of WWII relating Hitler's views to events happening today;
- a "moral dilemma exercise" where students discussed contemporary moral debates in an historical context (for example, should a young man in 1776 join the Minutemen?).

Teachers' responses were quite diverse to questions about class activities that they felt were unsuccessful. However, specific lectures and activities dealing with American government or history were often cited. The success or failure of an instructional activity was seen by the teachers to be a function of the level of student interest and participation, teacher interest and participation, and the amount of preparation the teacher put into the activity.

Student perceptions of instructional methodology. Students responded in a similar manner when asked about the frequency with which various instructional techniques were employed in their social studies classes. Over three-quarters (77%) of the eighth-graders reported that "the teacher talks or lectures almost every class." Nearly half (43%) of the students indicated that in almost every class the whole class discusses a topic, and close to two-fifths (48%) felt this was the case at least once a week. In contrast to teacher reports, a large number of eighth-grade students indicated that they frequently work independently during social studies class. Over three-quarters of the eighth-graders reported that they never went on field trips. When asked about their favorite day in social studies, the responses were quite diverse. However, students most often cited a day in which films were being shown, social studies related games were played or a specific discussion took place. Some of the favorite activities cited by students included:

- a discussion of the Iranian crisis;
- a game in which the class was divided into three groups that acted out the buying and selling of goods;
- a movie about Davy Crocket and the Alamo.

When asked whether they would teach social studies differently if they were the teacher, more than a third of the students indicated they would. Examples of student suggestions included:

- "Have more discussion in class . . .let students choose a topic."
- "Do fun things like projects."
- "More lectures and taking notes than reading from the book."
- "Go on field trips--let them learn about the people here."
- "More films."

Teacher/student interaction. When asked who does most of the talking in class, half (50%) of the eighth-graders indicated that both the teacher and students do a lot of talking in class, and two-fifths (39%) of the students felt that "the teacher does most of the talking, but asks students questions sometimes." Few students felt that the students do most of the talking. About half (48%) of the eighth-graders said they ask their teacher questions almost every class, and more than three-quarters (78%) of the students indicated that other students ask the teacher questions during almost every class.

Instructional materials. Teachers were asked to rate the frequency with which they used eighteen supplementary teaching materials. For those materials they did not use, teachers were asked to indicate whether they were "not needed" or "needed but not available." The students also rated the frequency of use of a more abbreviated list of six materials.

Most frequently used supplementary materials. Virtually all (97%) the teachers interviewed indicated that they used some other text or material to supplement the basic text. The results of the questionnaire indicate that the most frequently used teaching materials among the eighth-grade teachers were maps, charts or globes, newspapers, and reference books. More than two-thirds (69%) of the teachers indicated that they used maps, charts or globes at least once a week, and almost a fifth (17%) said they used these materials at least once a month. Reference books were used quite often as well, with two-fifths (41%) of the teachers indicating that they used reference books at least once a week, and a third (33%) reporting that reference books were used as a teaching aid at least once a month. Similarly, newspapers were used by half (50%) the teachers at least once a week, and by another fifth (21%) at least once a month. Also used fairly frequently within eighth-grade classes were photographs or posters, magazines, overhead projectors and filmstrips.

Least frequently used supplementary materials. The supplementary materials used least often by eighth-grade teachers were television, videotape equipment, film loops, and models or artifacts. About half (46%-51%) of the teachers felt film loops and television were "not needed" for use in connection with social studies class, and a third (35%) felt that videotape equipment was "not needed." A sizable number (26%-30%) of teachers felt that television, videotape equipment, learning kits, and artifacts or models were "needed but not available."

Student reactions to supplementary materials. Of the six materials the students evaluated, maps or globes and films or filmstrips were reported by the students to be the most frequently used materials in eleventh-grade classrooms. The materials used least often, according to the students, were television and individual study packets. Students indicated that magazines or newspapers and records or tapes were used fairly infrequently, as well.

When the eighth-grade students were asked which of the six materials they felt helped them learn most, films or filmstrips (50%) was cited most often. Moreover, more than two-fifths (42%) of the students indicated that they would like to spend more time using films or filmstrips. The material cited most often (38%) as least interesting to use was individual study packets.

Adequacy of supplementary materials. About two-thirds (68%) of the teachers in grade eight felt that their supply of supplementary materials was either "adequate" or "fully adequate" for use with students with special instructional needs, while a third (30%) felt that supply was "inadequate" or "very inadequate." About three-quarters (73%-76%) of the teachers felt that their supply of supplementary materials for use with students for whom English is not the native language and for students whose reading level is below grade level was "inadequate" or "very inadequate." More than two-fifths (45%) felt that materials were "inadequate" or "very inadequate" for use with students of high ability.

About three-fifths (62%) of the grade eight teachers reported that their supplementary materials were most often supplied by DoDDS, and another quarter (27%) said they most often acquired supplies using local or personal funds.

Library use. Teachers and students rated the library in terms of frequency of use and adequacy of library materials. About half (53%) of the teachers in grade eight said that they required their students to use the library for social studies work at least once a month, and a quarter (26%) required its use at least once a week. Close to three-quarters (73%) of the teachers at this level found the library resources to be either "adequate" or "fully adequate" for their social studies class needs, while less than a quarter (24%) of the teachers found the resources to be "inadequate" or "very inadequate."

The students appeared to use the library somewhat less frequently than the teachers required of them. More than two-fifths of the students (44%) reported using the school library for their social studies work "less than once a month" or "never." Most students indicated that they found the library to be helpful in their work, however, with close to three-quarters (71%) of the students indicating that they found the school library materials to be "somewhat" or "very" useful in helping them do their social studies work.

Evaluation of student performance. Teachers were asked to indicate what factors were used in evaluating their students in social studies and the amount those factors contributed to the final evaluation. As a whole, teachers gave more consideration to achievement on their own teacher-made tests than to any other factor. On the average, achievement on teacher-made tests accounted for about 40% of the final evaluation. Achievement on special class projects, papers, reports, etc., accounted for about 20% of the final grade, and homework assignments counted for almost 20% of the final evaluation as well. As a whole, teachers did not give a lot of emphasis to participation in class discussions (14%), achievement on standardized tests (15%), or attendance in class (10%) in arriving at their final evaluations.

When teachers were asked during the interviews what the most important considerations were in the evaluation of students, the most common responses centered on student "ability or potential" and student "effort." Over a third of the responses related to student "ability or potential." Interview responses to questions about the types of tests and measures used in evaluation indicate that the vast majority of the teachers use some form of teacher-made "objective" or "essay" type test in evaluating student performance. More than two-thirds of the teachers reported that they use the same approach to grading in social studies as they do in other subjects.

Grade 11

Most frequently used instructional techniques. Of the sixteen instructional methods presented to the eleventh-grade teachers, the most frequently used techniques were lecture and class discussion. Close to half (45%) of the teachers reported having class discussions "just about daily" and just under half (44%) indicated that they held class discussions "at least once a week." About a third (36%) of the teachers lectured just about daily, and about half (46%) lectured "at least once a week." Also used frequently were "tests or quizzes" and "individual assignments" at home.

The responses given during interviews with the eleventh-grade teachers largely confirm the questionnaire results. When asked what instructional mode they used most frequently, most of the teachers indicated that they used class discussion most often. When asked what other strategies they used, audiovisual aids and small group projects were most often cited.

Least frequently used instructional techniques. A majority of the eleventh-grade teachers had never used "computer-assisted instruction" (86%), "televised instruction" (73%), "programmed instruction" (69%), "contracts" (69%) or "field trips" in their classes. Also used fairly infrequently were "hands-on manipulative or laboratory material," "student work at the chalkboard," and "guest speakers."

Successful and unsuccessful class activities. When asked to give an example of a class activity that was particularly successful, social studies-related games and role-playing and specific discussions were most often cited. Examples of successful activities include:

- a simulation exercise in which three groups of students represented three sections of the U.S. just prior to the civil war;
- a simulation in which students represented "labor" and "management" negotiating a contract in a factory during the industrial period;
- dividing the class into groups and having them try to write a new constitution.

Teachers were quite diverse in responses to questions about class activities they felt were unsuccessful. However, lectures, having students read material and then answer questions, and using materials that were too difficult and lengthy were often cited. The success or failure of an activity was seen to be a function of the students' level of interest and participation, the teachers interest and participation, and the amount of preparation the teacher put into the activity.

Student perceptions of instructional methodology. Consistent with the teacher data, the eleventh-grade students reported that the most frequent instructional activities within their classroom were lecture and discussion. The vast majority (8[illegible]) of the students indicated that their teacher talks or lectures almost every class. About two-fifths (38%) of the students indicated that class discussions take place almost every class, and another two-fifths (39%) reported that class discussions take place at least once a week. Students also reported that students work independently in class fairly often. Consistent with teacher reports; a large proportion (84%) of the students said they never went on field trips.

When students were asked about their favorite day in social studies, the responses were quite diverse. Students most often cited a day on which a specific report or discussion took place. Some of the favorite activities cited by the students included:

- a discussion of the Iranian crisis;
- a discussion of the causes of WWI;
- a debate over the Civil War.

When asked whether they would teach social studies differently if they were the teacher, just under half the students indicated that they would teach differently than their teacher does. Their suggestions included:

- "Use the book more and be more direct."
- "Discuss more, show films, go on field trips, make lectures more interesting."
- "Focus on little-known groups: Indians, women, some minorities."
- "Cut down on lectures."
- "More field trips and guest speakers."

Teacher/student interaction. The students were also asked a series of questions about their interactions with their teacher in the classroom. About a third (36%) of the eleventh-graders indicated that they asked their social studies teacher questions almost every class, and another third (33%) reported that they asked questions in social studies class at least once a week. About three-quarters (74%) of the eleventh-grade students reported that other students in social studies class asked the teacher questions during almost every class. When asked about how much talking is done by the teacher and by the students in class, about two-fifths

(44%) of the eleventh-grade students felt that both the teacher and students talked a lot in class, while another two-fifths (43%) felt that "the teacher does most of the talking, but asks students questions sometimes."

Instructional materials. Teachers were asked to indicate how often they used eighteen supplementary teaching materials. For those materials they did not use, teachers were asked to indicate whether they were "not needed" or "needed but not available." The students also rated the frequency of use of a more abbreviated list of six materials.

Most frequently used supplementary materials. All (100%) of the teachers interviewed indicated that they had used some other text or material to supplement the basic text. The questionnaire data indicates that the most frequently used teaching materials among the eleventh-grade teachers were maps, charts and globes, reference books, and magazines. Three-fifths (62%) of the teachers indicated that they used maps, charts or globes "at least once a week," and another quarter (23%) reported using maps, charts or globes at least once a month. Reference books were used by close to half (47%) of the teachers "at least once a week," and by more than a third (36%) "at least once a month." Similarly, magazines were used by over two-fifths (44%) of the teachers "at least once a week," and by a quarter (24%) of the teachers "at least once a month." Also used fairly frequently in eleventh-grade classrooms were filmstrips and newspapers.

Least freqently used instructional materials. The supplementary materials used least often by eleventh-grade teachers were television, videotape equipment, and film loops. Two-fifths (40%) of the teachers felt that film loops and television were "not needed," and a quarter (24%) felt that videotape equipment was "not needed." A sizeable number of teachers felt that television, videotape equipment, artifacts or models and photographs or posters were needed but not available. About a third (30-33%) of the teachers felt that television and videotape equipment were necessary but unavailable, while a quarter (26%) of the teachers felt this was the case for artifacts or models and photographs or posters.

Student reactions to supplementary materials. Of the six materials the students evaluated, maps or globes and films or filmstrips were reported by the students to be the most frequently used materials for eleventh-grade social studies. The materials used least often, according to the students, were television and individual study packets. Students indicated that magazines or newspapers and records or tapes were used fairly infrequently, as well.

When the eleventh-grade students were asked which of the six materials they felt helped them learn most, "films or filmstrips" (61%) was cited most often. Moreover, more than two-fifths (41%) of the students indicated that they would like to spend more time using "films or filmstrips." The material cited most often (37%) as least interesting to use was individual study packets.

Adequacy of supplementary materials. Teachers rated the adequacy of their supply of supplementary materials and the adequacy of these materials for use with special instructional needs. About three-fifths (62%) of the eleventh-grade teachers felt that their supply of supplementary materials was either "adequate" or "fully adequate," while a third (36%) of the teachers felt that their supply of materials was either "inadequate" or "very inadequate." Close to three-quarters (71%) of the teachers at this level felt that their supply of supplementary materials for use with students for whom English was not the native language and for students whose reading ability is below grade level was "inadequate" or "very inadequate." More than a third (38%) of the teachers felt supplies were "inadequate" or "very inadequate" for use with students of high ability.

Library use. Both teachers and students rated the library in terms of frequency of use and adequacy of library materials. About half (49%) of the eleventh-grade teachers said that they required their students to use the school library for social studies work at least once a month, and another fifth (19%) required its use at least once a week. Close to three quarters (72%) of the teachers found the library resources to be either "adequate" or "fully adequate" for their social studies class needs, while a quarter (24%) felt that the library resources were inadequate for their needs.

The students appeared to use the library somewhat less often than the teachers reported was required of their students. Over half of the students (53%) reported using the library "less than once a month" or "never" for social studies work. While two-thirds (66%) of the eleventh-graders said they found the school library materials to be "somewhat" or "very useful" in doing their social studies work, close to a fifth (19%) of the students indicated that they "do not use school library materials for social studies."

Evaluation of student performance. Teachers were asked to indicate what factors were used in evaluating student performance in eleventh-grade social studies and the amount those factors contributed to the final evaluation.

As a whole, the eleventh-grade teachers gave most consideration to achievement on their own teacher-made tests. On the average, achievement on teacher-made tests accounted for almost half (47%) of the final evaluation. Achievement on standardized achievement tests and achievement on special class projects, papers, reports, etc., counted for about a fifth of the final grade on the average. As a whole, teachers in grade eleven did not give a lot of emphasis to homework assignments (16%), participation in class discussion (13%), or attendance in class (7%).

When teachers were asked during the interviews what the most important considerations were in the evaluation of students, responses most often centered on student "ability or potential." Interview responses to questions about the types of tests and measures used, indicated that virtually all teachers used some form of teacher-made "objective" or essay-type test in evaluating student performance. Almost all the eleventh-grade teachers reported that they use the same approach to grading in social studies as they do in other subjects.

XI. TEACHER PREPARATION AND IN-SERVICE NEEDS

This chapter discusses items from the questionnaires and interviews which address the following questions:

- To what extent are DoDDS elementary school teachers and secondary social studies teachers prepared for the teaching of social studies, and
- What are their related in-service training needs?

In addition, this chapter will examine teachers' perceptions of their students' entry-level skills and their attitudes toward mainstreaming special education students into social studies classes.

Grade 4

Teacher preparation. All but 12% of the fourth-grade teachers in the survey had taught for five years or more, and 43% had taught for 15 years or more. Two-thirds had taught in an overseas school for five years or more, and nearly all of those had taught social studies during the entire time they had been teaching overseas. Far fewer had been teaching social studies in the same school for five years or more, however. In fact, nearly two-thirds had been teaching in the same school for less than five years.

When asked about their formal training in social studies methods, 10% of the fourth-grade teachers indicated that they had had no courses in social studies methods, 33% had had one course in social studies methods, and 56% had had two courses or more.

Students' entry-level skills. Teachers were asked to indicate the percentage of students who entered their classes with the basic entry-level skills in social studies necessary to achieve mastery of social studies objectives. More than one-fourth of the teachers reported that half of the students or fewer had entered with adequate basic skills, while fewer than one-fifth of the teachers reported that all of their students had entered with the necessary basic skills. One-third of the teachers reported that 75%-99% of the students had entered with the necessary skills. Nearly two-thirds indicated that the classes they had this year were "typical" of those they had encountered in their teaching experience in DoDDS schools.

Mainstreaming special education students. Two-thirds of the teachers interviewed reported that they currently had special education students mainstreamed in their classes. Over half of those said that they had taught one or two mainstreamed students this year, and one-third had taught three to five mainstreamed students. About half of the teachers with mainstreamed students said that they did not have any special concerns about teaching social studies to mainstreamed students. Of the others, half said that the text was too difficult for mainstreamed students, and half said that they needed more training in order to teach mainstreamed students effectively. Interestingly, the number of teachers who reported that they had "no special concerns" was identical to the number who reported that they received "considerable assistance" from specialists in the school to work with mainstreamed students. Of the remaining teachers, half said they received no assistance from specialists and half said they received "some" assistance. All of those who did not already receive "considerable assistance" said they would like to receive more assistance from specialists.

In-service training needs. In the interview, teachers were asked about two types of in-service training: (1) in-service training they felt they needed to help strengthen their skills, and (2) in-service they would like to help them out in teaching social studies. Most of the fourth-grade teachers said there were some types of training they did feel they needed. Most mentioned that they needed in-service training to help them better utilize the materials already available to them, particularly in those cases in which a new textbook series had been adopted. Many also said they needed in-service training to learn more about teaching methods and techniques (role-playing, map skills, special projects, group dynamics).

In the second category, teachers said they would like opportunities to share teaching ideas with teachers from other schools ("what works for other teachers") and "ideas" workshops. Several mentioned a need for more "hands-on" workshops, and workshops providing materials to use in the classroom ("active" workshops rather than "lectures"). Others mentioned a desire for in-service training related to using the host nation as a teaching resource. A number of teachers said they had nothing specific to suggest but that they would enjoy "anything stimulating'--new, fresh approaches and ideas.

Fewer than half of the fourth-grade teachers interviewed had received any in-service education in social studies over the past three years (or at least since they had been in a DoDDS school). Generally, those who had received no in-service education said it was because no in-service in social studies had been made available. Of those who had received in-service education, most said it had been useful, although some wished that more had been provided.

Preferred methods for providing in-service training. Most said they thought in-service should be provided during release time from classes or as formal course work (e.g., during the summer). When asked how much of their own time they would be willing to devote to their areas of interest, most said "a few hours a week" or "a lot." Nearly all said they would be willing to do in-service reading on their own and would use paced, self-teaching materials if they were provided.

Grade 8

Teacher preparation. All but 11% of the eighth-grade teachers in the survey had taught for five years or more, and 41% had taught for 15 years or more. One-fourth had taught in an overseas school for 15 or more years, and two-thirds had taught in an overseas school for five years or more. Of those, most had been teaching social studies in an overseas school nearly as many years. Far fewer had been teaching for as many years in the same school, however. More than half (58%) had taught in the same school for fewer than five years.

Fifteen percent of the teachers reported that they had had no courses in social studies methods. The majority, however, had had formal training in social studies methods. Most had had at least two courses, and 25% of the teachers had had four or more college-level courses in social studies methods.

Students' entry-level skills. Of the eighth-grade teachers, nearly one-fourth (23%) indicated that fewer than half of their students had entered with the basic entry-level skills necessary to achieve mastery of social studies objectives. Twenty-eight percent reported that 75%-99% of their students had basic entry-level skills, and 37% indicated that 50%-75% of their students did. A majority of the teachers (59%) indicated that this year's class was typical of the classes they had encountered in DoDDS schools.

Mainstreaming special education students. Two-thirds of the eighth-grade teachers interviewed reported that they currently had special education students mainstreamed in their social studies classes. Many were not sure exactly how many mainstreamed students they had taught this year, but about half said they had taught one to four mainstreamed students, and the rest said they had taught five or more. Most of the teachers said they did have special concerns about teaching social studies to mainstreamed students. A sizable number were concerned about the time conflict they felt in trying to meet the needs of students who required special individualized attention. Others said they lacked the materials and training necessary to teach mainstreamed students effectively. The materials and textbooks used with the rest of the class were often cited as unsuitable for use with special education students.

About half of the teachers said they received "some" assistance from specialists in the school in working with mainstreamed students, and about one-fourth received "considerable" assistance. The remainder of the teachers said they received no assistance. Two-thirds of the eighth-grade teachers said they would prefer to have more assistance from specialists in teaching mainstreamed students.

In-service training. During the interviews, teachers were asked about two types of in-service training: (1) in-service training they felt they needed to help strengthen their skills, and (2) in-service they would like to help them out in teaching social studies. Most eighth-grade teachers said they did feel a need for some type of in-service training. Many said they felt a need for workshops on new teaching methods and techniques. Some said they needed more information on such areas as how to teach geography, how to teach non-fiction reading skills, or values clarification. Another major area of interest among eighth-grade teachers was a need for in-service training for teaching mainstreamed students (or other special cases, such as "gifted" or "slow" students).

In the second category, "in-service they would like to help them out," the topics most often mentioned by eighth-grade teachers were essentially the same as those mentioned above. Some mentioned a "teacher idea exchange" or a desire to learn about project ideas that involve students. Some emphasized a need to bring in experts from outside the system to keep them up-to-date on current trends in teaching social studies and up-to-date in their content area.

Half of the teachers interviewed said they had received in-service education in social studies during the past three years. Of those, only about a third felt that it had met their professional needs. Others said it had not been useful or that more should have been provided. For the most part, teachers who had not received any in-service education in social studies said that none had been made available.

Preferred methods for providing in-service training. There was little agreement among eighth-grade teachers as to how in-service education should be provided. They were about evenly divided between thinking it should be provided during release time and thinking it should be provided after school. Quite a few said they preferred formal course work, particularly in summers, while others specifically ruled summers out as unfeasible. Many said they would be willing to participate in in-service on their own time for a few hours every week, or as long as was necessary to learn what they were interested in. Others were very specific about how much time they would give, e.g., "a couple of weekends," "two weeks in the summer," "one afternoon a month." Nearly all of the eighth-grade teachers said they would be willing to do in-service reading on their own, and many said they would be willing to try paced, self-teaching materials if they were provided.

Grade 11

Teacher preparation. More than half (55%) of the eleventh-grade teachers in the survey reported that they had been teachers for 15 years or more. Nearly all of the teachers (94%) had taught for five years or more. All but 13% had taught *in an overseas school* for five years or more, with more than half of the teachers reporting that they had taught overseas for more than 10 years. Most had taught social studies nearly as long. Only 15% had been teaching *in the same school* for more than 10 years, however. A majority (53%) had been teaching in the same overseas school for five to ten years.

More than a third of the eleventh-grade teachers had taken four or more college-level courses in social studies methods. Approximately the same number had taken two to three courses. Only 13% reported that they had had no courses in social studies methods.

Students' entry-level skills. None of the eleventh-grade teachers indicated that *all* of their students had entered their class with the basic entry-level skills in social studies necessary to achieve mastery of social studies objectives for the class, although 42% indicated that 75%-99% of their students had. More than half of the teachers (56%) indicated that fewer than half of their students had entered the class with the necessary entry-level skills. Most said that their classes were typical of those they had encountered in their teaching experience in DoDDS schools.

Mainstreaming special education students. Two-thirds of the eleventh-grade teachers interviewed said that they currently had special education students mainstreamed in their social studies classes. Some were not sure exactly how many they had taught during the year, but about two-thirds indicated that they had taught four or fewer and one-third said they had taught five or more. Many said they did have special concerns about teaching social studies to mainstreamed students. Eleventh-grade teachers were primarily concerned about their lack of time to meet the needs of the mainstreamed students, the lack of appropriate materials, and their lack of training to meet the needs of mainstreamed students. Many of the eleventh-grade teachers said they had received at least some assistance from specialists in the school to work with mainstreamed students. Still, two-thirds said that they would prefer to have more assistance from specialists.

In-service training needs. Most eleventh-grade teachers indicated that they needed more in-service training in teaching techniques, specifically in such areas as history, reading in the content area, grading and testing, and using the inquiry approach. Some said they wanted to be kept up to date on "what's new in teaching social studies." Another major category of concern was learning how to work with special needs students--handicapped, ESL, gifted, etc.

A number of teachers said they would like to have experts come in to discuss research in history, new historical ideas, or how to present selected topics. Many said they were open to any in-service, as long as it brought in new ideas. Teachers frequently mentioned a desire to get together with social studies teachers outside their own school to share ideas.

About half of the teachers had received in-service education in social studies over the past three years. Of those, about half thought the in-service training had met their professional needs in some way (for example, "Very helpful," or "I learned about moral dilemma materials and techniques, which I now use.") Others thought the in-service training had been only minimally helpful or not useful at all. Those who had not received any in-service education in social studies generally said that none had been made available.

Preferred methods for providing in-service training. When teachers were asked in what form they thought in-service should be offered, there was no consensus. Many thought that a combination of several types (e.g., after school, weekends, summers, release time) should be offered. Of those who named a specific type, release time was most often suggested. Several said that "form" was far less important than "quality." One suggested that a regional resource center would be very worthwhile, if teachers were allowed to travel to it periodically.

There was also no consensus among teachers as to how much time they would be willing to devote to in-service training in their areas of interest. Many said "it depends." Other answers ranged from "no time at all" to "no limit" or "as much as is necessary." All said they would be willing to do in-service reading on their own, and many said they would try using paced self-teaching materials, if they were provided.

XII. TEACHERS' COMMENTS AND SUGGESTIONS ABOUT DoDDS SOCIAL STUDIES CURRICULUM

Introduction

Both on the questionnaire and during the interview, teachers were given the opportunity to comment about DoDDS and the social studies curriculum. Their comments and suggestions are summarized below.

Grade 4

When they were asked "What do you think DoDDS should know about its efforts relative to social studies curriculum?", fourth-grade teachers commented most often on the need for a better defined scope and sequence, better materials, and more coordination and communication within the school, the region, and the system. Many expressed dissatisfaction with the textbook and a need for more geography. The following comments and suggestions were characteristic:

- "The goals and objectives are far too general and unrealistic. We need a more specific scope and sequence across grade levels. We need a curriculum guide, not a general philosophy."
- "The objectives are good, but, because materials and supplies are often unavailable overseas, they're sometimes unrealistic."
- "Need different books for fourth grade. We need to be more concerned with teaching geography. More map materials are needed."
- "Not much effort has been made in the area of social studies. It would be helpful to have some equipment--alternate sets of books and reference materials."
- "DoDDS is not providing current films, and they are not in good condition."
- "Need more specific guidelines as to where we should be by the end of fourth grade. I like the objectives, but they're broad. We need more concrete objectives for the grade."
- "We need more contact with social studies supervisors."

- "Need open lines of communication so we know what's going on."

- "Each country is different. DoDDS needs to be more sensitive to the particular situation in each country. We get the feeling it's all geared to Germany."

Teachers were also asked, "If DoDDS were to invest resources in social studies, where do you think those resources should go?" The majority of fourth-grade teachers thought resources should go toward materials. Others suggested they go toward workshops and in-service training. Following are some representative comments:

- "More films and media material."

- "Material for the classroom. Not texts--hands-on kinds of things."

- "In-service. Materials for teachers. Scope and sequence. References and support materials."

- "New maps. Building up our libraries with reference materials. Film loops and filmstrips. More on different countries (for example, U.S. geography)."

- "New materials. Then in-service training in social studies."

- More fun things for the kids (kits, etc.). Material on minorities and Black studies. Career education material (especially books). Help in coordinating the social studies program."

- "Social studies workbooks with adequate skills at different grade levels; map skills."

- "Funds should be given to each school; let teachers put it where they think best."

- "Instead of spending more for new materials, stress using what we have now. I'd rather see more teachers hired."

When asked whether they had any additional comments or concerns about social studies class curriculum, teachers commented:

- "We really need to have some in-service."

- "Strengthening variety of materials would be a help."

- "The book is extremely limited."
- "Geography. Need to learn more about the U.S. Students have no concept of cities, states, oceans. They need general information which is not hit upon anywhere in the curriculum."
- "Need curriculum guide--not detailed, but a scope-and-sequence guide. It's difficult when teachers and students move from one school to another."

Grade 8

When they were asked, "What do you think DoDDS should know about its efforts relative to social studies curriculum?", the areas that eighth-grade teachers commented on most often were the materials, a need for more contact and communication, and a need for more scope and sequence across grades. The following comments and suggestions are representative:

- "Need to develop a film library to support eighth-grade social studies."
- "Need to work on convincing school administrators that social studies is important."
- "I am unhappy with the current text. Generally I feel that there could be better materials."
- "There is lack of teacher input. Lack of materials as requested."
- "DoDDS should turn efforts to everyday events and their influences on the children. There's a big problem getting current events news--a magazine or something which comes in often would help."
- "Map skills and geographic skills are where our students score lowest. If teachers aren't aware of this weakness, then they're not going to get it done. That's where our texts are weakest."
- "Consideration of a two-year U.S. history course."
- "Need more communication between local level and DoDDS level in order to implement the programs."
- "Listen to our concerns; listen to teachers who have been here."

- "The teachers are not well enough informed of the objectives and the goals."
- "Make curriculum more standardized in grades other than 8 and 11. Need continuity of curriculum throughout the system."
- "I would appreciate a curriculum guide."

Teachers were also asked, "If DoDDS were to invest its resources in social studies, where do you think those resources should go?" Most said they'd like to see resources invested in materials. Others mentioned in-service training. Following are examples of their suggestions:

- "Different textbooks. Audio-visual equipment."
- "Materials for the student with difficulty in reading and comprehension."
- "Films--at the right time. More library books."
- "Movies: The supply system is terrible."
- "More activities books, more teachers' guides--resource material other than textbooks."
- "Field trips. Need someone whose job is to help teachers in regard to host nation activities. More money and buses."
- "More up-to-date maps."
- "Help with learning disabilites and with gifted students."
- "More toward integration with the host nation community."
- "More in-service training in content areas."
- "Communication with teachers at grassroots--more direct contact; more release time to get people together to share."

Additional comments and concerns included:

- "We lack leadership."
- "We need a more structured school system."

- "Make current events magazines part of funding."
- "More autonomy for text selection."
- "Mainstreaming has not been very successful due to lack of training of classroom teachers."

Grade 11

When asked "What do you think DoDDS should know about its efforts relative to social studies curriculum?", most eleventh-grade teachers commented upon the relationship of the teachers to DoDDS and to the regional coordinators. Many saw the teachers as quite autonomous; some liked it that way and others wanted more coordination and leadership. Many commented on the goals and objectives, often saying they would like more focus on specific objectives for the grade and a sequence across grades. Following are examples of their comments and suggestions:

- "They should listen to teachers. We need to be heard more."
- "They should not try to impose a generalized plan."
- "There has to be more teacher input into curriculum and textbook decisions (to avoid things like the two inquiry texts)."
- "The guidelines should be flexible enough to suit a variety of teaching styles."
- "I don't feel a part of it. Objectives and requirements for courses come from above. We don't know from where or why."
- "There has to be more standardization of courses. Especially with the transiency of some teachers."
- "There should be a greater continuity of materials from one school to the next."
- "There should be more visits between schools, coordinators, etc. Coordinators should disseminate more information."
- "I don't know what they're doing or their function. There's no direction or support."
- "Curriculum for all DoDDS nations and schools is too much to ask. Each area has special needs."

- "Start with a different approach. Say social studies is important; give it the same weight given to English."
- "We want a curriculum guide."
- "Many students cannot read the suggested materials--most are below grade level in reading."
- "Film library should be made much more current."
- "Make more contact possible--teacher-to-teacher and school-to school."
- "They've made a lot of progress in the past few years; hope they continue."

When asked "If DoDDS were to invest its resources in social studies, where do you think those resources should go?", the vast majority of eleventh-grade teachers mentioned materials--particularly audio-visual aids, films, new textbooks and maps. Some mentioned workshops and seminars for teachers. The following are examples of their comments:

- "New textbooks. New films that are current and more useable."
- "More current publications such as classroom sets of *Time* and *Newsweek*."
- "Programmed learning. Filmstrips. Special speakers. Sort of a Chautauqua Program."
- "Textbooks that are at the level of the student; pilot the text first."
- "Continue and expand testing program."
- "More up-to-date films. In-service to provide teachers a chance to get together. Improve host nation activities."
- "Materials program for gifted and special needs students."
- "Teachers to offer more subjects."
- "People who will actually work on practical aspects of teaching."
- "Supplementary materials, more field trips, use of educational television (if possible). More support for students to go to model U.N. and mock Senate."

- "Good workshops, planned well in advance."

Additional comments and concerns included:

- "Social studies coordinator should give us more attention and find out what we need; the resources we have are nil."
- "I would like all teachers of the subject to be involved in selecting the text."
- "Make us aware of what's happening in the U.S.; I feel very isolated."
- "DoDDS schools are too diverse to use the same textbooks in all schools."
- "DoDDS should have more content-area course requirements for social studies teachers; competency lower among social studies teachers than most. More attention should be given to staffing social studies positions."
- "I wish direction and guidance would improve; wish they'd get some professional social studies people in the system to come, talk to us, visit the schools. The objectives we have are just meaningless exercises. Communication is terrible. We get a tremendous amount of written material and very little personal contact."
- "Continue the support were getting, on all levels. We have a good program."